

Sierra

EDUCATIONAL NEWS



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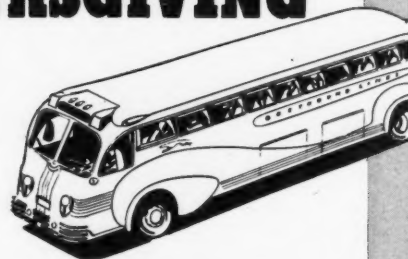
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TRAVEL SECTION



POMPONIO EXCURSION

Mrs. Marie Cabral Cavalli, Teacher, Pomponio School, San Mateo County

THE old bell at Pomponio rang on the dot of nine. Instead of calling the boys and girls into the classroom, as usual, it was the signal for three cars to set out with an even dozen children, two mother-drivers, my sister-in-law and myself, on Pomponio's first school excursion.

A week before we had read *Stories of San Mateo County*, a charming book recently written by Miss Freeman, director of curriculum in San Mateo County. Interest ran so high in consequence that nothing short of an excursion, to at least some of the places, seemed tolerable. When Eugene asked, "Can't we go to see the Bandit Store?" the subsequent events were practically unavoidable.

One big problem, of course, was transportation, but this was solved for really, the mothers were quite as enthusiastic about the project as the rest of us. The notes, giving their children permission to go, arrived days in advance!

A glance up through Pomponio Canyon promised clear skies, even though it was mid-winter.

Our route lay through San Gregorio Canyon, up through La Honda Canyon, following San Gregorio Creek.

The Bandit Store! There it was, still in use, right along side of the road, an annex to a larger structure, La Honda Mercantile Company. The fact is, that most of us had seen it many times before without really knowing what we had seen. But knowing what we knew, it took on a peculiar glamour, even in its fairly dilapidated state.

Four adults and twelve scampering pupils crowded into the place to view it from both perspectives as well as to make a few purchases from Mr. Kuesel, the proprietor, who was able to add a little information about the history of this store. This rather doubtful monument to a pair of rather doubtful historic characters seemed to have about it enough of the old atmosphere of the reckless days of the past to impress the adults of the party and awe the rest.

Sierra Moreno

At the foot of the Sierra Moreno, after having crossed Skyline Boulevard, we turned down the shady Portola Valley to Searsville Lake. One of the mothers was able to recall and recount to us many of the details of the once-thriving community of Searsville, the site of which now lay submerged under the green waters that rippled in the wind before us.

Our cavalcade now headed for the base of Kings Mountain. Here we were able to re-discover the first store established in San Mateo County, to find it in a remarkable state of preservation, but no longer in use, a venerable old landmark. By peering in through broken panes in the windows and the cracks in the boards, we were able to observe the worn letterfiles and ancient safe where the lumberjacks once received their mail and deposited their earnings at the mill, or their winnings at the games.

Dropping down into the valley, our itinerary took us to the County Court House. On the way we crossed El

Camino Real. As with the much-seen but un-recognized Bandit Store in La Honda, so with El Camino Real. The U. S. 101 also took on a new glamour to the open-mouthed children, with the realization that Portola, De Anza, and Serra had once trod this way.

At the Court House was the great Seal of California in mosaic, the supervisors chambers, the courts, and the various civic officers.

An especially gracious moment was when, by particular courtesy we were admitted, at an off hour, into the Childrens Library of Redwood City. An interesting little episode occurred as we entered. Leonard, who had a tendency for looking around on his own, came up with a sudden start before a tablet of bronze on a granite slab reading, *Seagoing Vessels Once Docked at This Spot*, which is, at the present time, a patch of lawn along the main street in Redwood City. Miss Clark, the librarian, gave a complete exposition to us about the arrangement of the library.

Our three-car caravan was now on El Camino Real, the trail of Portola, to Palo Alto. A tablet mounted on a huge boulder on the San Fransquito Creek depicted to us the "Big Tree" as twins, a circumstance not generally known, and revealed that Portola and Anza had once camped in its shade. We, too, lingered in this delightful spot to eat lunches prepared for the trip.

ACROSS the San Fransquito lies Palo Alto in Santa Clara County, and to our particular interest for the day, Stanford University. To the boys and girls, the campus buildings were things of amazement. Wonderment was divided between the mosaic facade of the Memorial Chapel and the columned facade of the Museum building, and the stained-glass windows of the former and the marvel of the latter on the inside with the cloistered "Quads" constituting an entangling maze somewhere between. The group had previously developed a unit of Egyptian culture and readily became engrossed in the observation of innumerable specimens on display—actual mummies, actual jewelry, actual textiles, and actual tools, brought cries of delight from pupils pouncing on this or that item in great surprise.

Our half-acre playground at school had hardly prepared the group for the half-mile jump from the Museum to the Art Gallery. Among the paintings and etchings were a

number of modernistic pieces that, oddly enough, made some of our class feel a little more satisfied with their own creative efforts.

Next on our program was a more strenuous exercise. When we arrived at the Stadium, discipline was cast aside and the 90 thousand seats echoed the lusty yells and enthusiastic prancing of Pomponio on parade, scaling all the interesting nooks of the great horseshoe. As in many of the other breath-taking places encountered on the excursion, here, too, pictures were taken to preserve some of the exciting events of the day.

Home Again! Results? Plenty!—

1. Transportation for future excursions practically assured through enthusiasm aroused in parents.

2. An enlarged view and deeper appreciation of notable and worthwhile things of our county.

3. The excursion integrated and motivated the subjects of the curriculum as follows:

a. Local geography, local history, social studies: Planning trips, extended reading, making booklets of information on the county.

b. Art: Plaques, frieze for the room and numerous creative drawings.

c. Arithmetic: Calculation of mileage and cost of many trips, etc.

d. Composition: Oral and written expression, display great enthusiasm.

e. Spelling: Increased interest and desire to learn to spell the names of local places and points of interest.

f. A heightened attitude and spirit toward school and class work as indicated in the following:

1. Choice of a school symbol, The Redskins, named for Pomponio, a one-time Indian chief.

2. Selection of school colors, white and navy blue.

3. Making school rings and bracelets from beads.

4. Voting for a school flower, Indian Paint Brush, in keeping with the history of Pomponio.

5. Compilation of a memory book.

6. Writing an original school song.

Pomponio We're For You

Tune. Come Join the Band

POMPONIO, we're for you,
With your white and navy blue.

We'll march along,
And do the right thing all day long.
We'll fight to the end,
And our troubles we will mend.
We improve each day,
To drive our cares away.
Pomponio we are for you through and through.
We've nothing to fear,

When doing well each day of the year.
Working for the best,
We're sure to win our success.
Oh, white and navy blue,
We'll always be faithful to you,
Indian Paint Brush red,
And blue skies overhead.
Pomponio we are for you rah! rah! rah!

The General Grant Tree



THIS replica of the most famous tree in General Grant National Park has been on display at the Golden Gate International Exposition.

For six years Victor Kerney, California sculptor, carved on the plaque, beginning with a slab of Sequoia wood eleven feet high, four feet wide and two feet thick. He devoted 1190 hours to his work of art. The result is a replica so faithfully carved that even

the tree's old fire scars are visible.

California's Sequoia Gigantea are found at their best in General Grant, Sequoia and Yosemite National Parks, Calaveras State Park and in the Redwood mountain area just north of Sequoia. Because of their almost non-inflammable wood they have managed to survive centuries of lightning fires that periodically razed smaller trees.—Plate and text courtesy Standard Oil Bulletin.

SAFE DRIVING

A PROGRAM FOR TEACHING SAFE DRIVING IN HIGH SCHOOLS

Henry F. Kleemeyer, Instructor, Fowler Union High School, Fresno County

AT the present writing, European nations are embarked upon a program that, if carried out, will result in the wholesale slaughter and maiming of countless thousands of men, women, and children. We Americans, aware of the terrible results of such a conflict, are exerting every effort to prevent our participation in such useless destruction.

If we could arouse the same feeling toward our own domestic problem of destruction of life and property, on our highways, the result would indeed be refreshing.

One approach to a successful solution of this problem is through public education, beginning in the kindergarten and continuing through the grades until the students are old enough to be taught Safe Driving.

Fowler Union High School is contributing to the solution of this problem by the inclusion, in its elective units, of a class in Safe Driving for girls who have not as yet manipulated the controls of a car.

Through the whole-hearted cooperation of the State Department of Motor Vehicles, its Fresno office, through Ross Dewdney, conducts in the school building the necessary eye and ear tests and rules of the road examination about two weeks after the class convenes in January. The two weeks have been spent in the classroom, studying the Vehicle Code and safety rules under the school instructor.

After the examination, the students re-

ceive their instruction permits, signed by their parents. Then commence the problems of learning the controls of a car, how to read the instrument-board intelligently, and a general knowledge of the major units of changing speeds, clutching and declutching, steering and stopping. Science units as inertia, momentum, acceleration and deceleration enter into the programs as related material.

The students are taken by the instructor in the instruction car in groups of four, each student taking a turn around a prescribed course. This is carried out three days each week, two days being spent in the classroom, continuing the study of safety, traffic laws, and simple trouble-shooting.

The highly-exciting moment finally arrives when each student "solos" around a definite tour of the community, involving stop - signs, traffic - controls, traffic - buttons and parking between cars on the main street.

Shortly before the end of the semester, the State driving examiner arrives at the school and gives each girl the prescribed tests for a bona-fide driving license. Two classes of some 40 girls have been so tested and 38 have successfully passed and received their cards. Practically all are now driving each day and none have been cited nor have been in any accidents.

The administration of Fowler High School believes that this type of program is effective in solving the program of safety driving and well deserves a place in the school program.

* * *

Brazil's Name

Brazil came by its name in a curious fashion, says Edward Sawdon, manager, American Express Travel Service at Rio De Janeiro. According to Mr. Sawdon, a Portuguese explorer bound for India around the Cape of Good Hope landed in 1500 at Porto Seguro and proclaimed the new land a possession of his country.

He then loaded one of his ships with a red dye-wood and sent it back to Portugal. There the wood was much sought after by builders, and the Portuguese gave the name of the wood, "brasil," to the new land.

* * *

Chemistry in Use, by Brownlee, Fuller, Hancock and Whitsit, all of New York City high schools, a thoroughly modern text of over 650 pages with many illustrations, published by Allyn and Bacon, is a survey course of special value to students

in vocational high schools, technical high schools, and to many pupils in general high schools.

It differs from the traditional high school course in the selection and order of topics. The wealth of pictorial and descriptive illustrations emphasize chemistry as a practical science. Well printed and substantially bound, this attractive new text will have many fields of usefulness.

* * *

For All Motorists

ANTI-FREEZE, a Story of Scientific Research, is designed to provide practical information to 3,000,000 car owners and drivers in the United States.

The splendid photographic record of the thoroughness with which National Carbon Company carried on its research makes this picture of unusual value to science departments of our educational institutions.

This picture was produced by March of Time, and is being released by the Y.M.C.A. Motion Picture Bureau from its exchange at 351 Turk Street, San Francisco.

* * *

History in Main Street

Instead of going to school, children of Santiago, Chile, need only walk down Main Street to study their nation's history, reports Enrique Meyer-Baldo, manager, American Express Travel Service, Valparaiso. Statues of Chile's heroes have been erected all along its principal avenue, Alameda de las Delicias. One has only to read their inscriptions to learn of the nation's life.

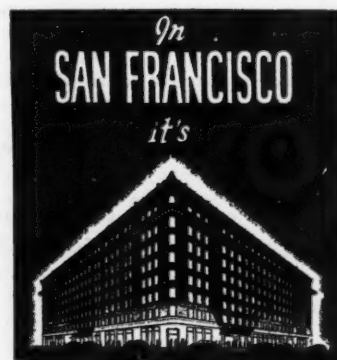
Alameda de las Delicias is three miles long and 350 feet wide, with a 100-foot lane on each side of its center section. The center is planted with trees and grass and is a favorite strolling place for American visitors to Santiago, Mr. Meyer-Baldo reports.

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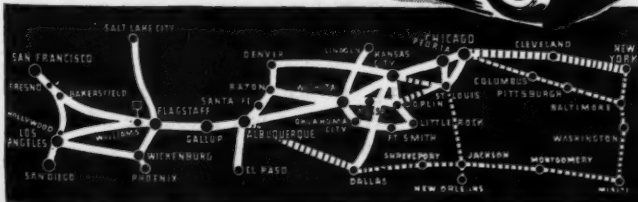
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TO THE TEACHERS OF CALIFORNIA

A Letter from Roy W. Cloud

IN November 7 the citizens of California will vote upon a constitutional amendment, popularly known as 30-Thursdays or Ham and Eggs but titled on the ballot "State Retirement Life Payment Act." It is Proposition No. 1. The amendment proposes to give weekly to approximately three quarters of a million citizens 50 years of age or over, 30 pieces of scrip, each having an assumed face value of \$1. To be of actual value, however, each piece of scrip must have affixed to its \$1.04 in stamps purchased with lawful money.

Teachers should be vitally interested in this proposal. Leading economists have declared it is financially unsound. The Attorney-General of California has advised insurance companies that they will not be permitted to accept 30-Thursdays scrip. The president of the California Bankers Association has officially announced that no bank in California will accept scrip for any purpose whatever.

Merchants associations declare they will not accept scrip because their employees will not take it as salary and for the further reason that two-thirds of their merchandise is bought outside of California and must be paid for in United States money.

30-Thursdays provides that each taxing unit — district, city, county or state — must accept scrip for all taxes. This scrip used for taxes need have no stamps attached. Because someone must buy and affix the \$1.04 in stamps to give the scrip face value, the question arises as to the manner in which public education and all other functions of government would be maintained if scrip is given in payment of taxes before the required number of stamps have been affixed.

The plan, if carried, will immediately supersede every other article of the State Constitution. One of two men, named in the act, will become a dictator of the financial life of California, because this self-named Administrator will have unlimited power over all financial affairs of the State. He must establish a State Bank in which all of the real money of districts, cities, counties and the State must be deposited. He will appoint all officers and other employees of this bank. All funds will be under the exclusive control of this sole dictator and a board of directors which he can control.

The proposal provides an entirely new taxing system. In addition to the present 3% sales tax, a new 3% gross income tax will be assessed upon every individual and business with a gross yearly income of over \$3,000.

Property in which the owner resides, and which is assessed for \$3,000 or under, may be exempted from taxation. This type of property is now a main source of taxation for local school support. Advocates of 30-Thursdays claim that the 3% gross-income tax will reimburse cities and counties for any tax loss from the \$3,000 property exemption. School districts are not given any reimbursement under the amendment.

Economists state that the employed citizens of California will pay approximately 25% of their earnings in order to finance the State government and the 30-Thursdays Plan. In other words, any worker who earns a salary, will pay about one-fourth of his salary for State taxes.

THE most deadly provision of the act is that if any part of it should be declared unconstitutional by a Federal Court, every other part would continue in full force. It further provides that the system shall be higher than the courts of the State, in that no writ of injunction shall ever prevail against it or any of its workings. Probably never before in the history of our country has an attempt been made to place the operation of a State law *above* the jurisdiction of its courts.

TELL TEN — You will receive 10 postcards. Place a one-cent stamp on each, sign, and address to a voter. We hope that every teacher will be sure to vote NO at the election and will encourage other voters to go to the polls and vote NO on No. 1. The welfare of the State is in danger.

Sierra

EDUCATIONAL NEWS

JOHN F. BRADY *President*

ROY W. CLOUD *State Executive Secretary*

VAUGHAN MacCAUGHEY *Editor*

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THE 30-THURSDAY PLAN

*Summary by William S. Briscoe,
Assistant Superintendent of Schools, Oakland*

ARTICLE 32 is popularly known as The Ham and Eggs Amendment. Most people believe that it seeks to provide \$30 a week for all people over 50 years of age. They do not know that it is an omnibus article providing for many more things than this. For example:

1. It establishes a state bank called The Credit Clearings Bank of the People of California.
2. It imposes a State 3 Per Cent Gross Tax on all money income over \$3,000.
3. It exempts owner-occupied homes of taxation up to \$3,000.
4. It provides for the automatic adjustment of all state, county and municipal wages and salaries on the basis of a 1937 price index.
5. It provides for the appointment of an Administrator whose powers are greater than those ever held by any public official in the United States.

In regard to the Administrator, the following is of interest:

Section 3. Provides for his appointment.

1. He is to be known as "The State Retirement Life Payments Administrator." Actually, however, in addition to this he will control the State Bank in which are to be deposited the funds of all State, County, City and Municipal Districts.

2. He will also control the State Tax Commission which is to be appointed.

Section 4. Requires the Governor to appoint Roy G. Owens or Will H. Kindig as State Administrator within five days after the passage of this act.

Sub-section 4 designates Sacramento as the office of the Administrator and gives him power to establish "such branch offices at other locations as he may deem expedient."

It is interesting to note that there is no limitation whatever put on the amount of money the Administrator may spend in the administration of the provisions and intent of this article.

Sub-section 5 gives to the Administrator "full power and authority and the command of the people of this State to carry out, supervise and administer the spirit and intent of this article and all the provisions hereof and the Administrator, the Chief Deputy Administrator, the assistant administrators, and all deputies appointed or employed by the Administrator shall have the power to administer oaths in connection with the administration of this article."

In other words, this sub-section gives to the Administrator all the power which the people ordinarily vest in the Legislature, the Executive

and the Courts as far as the carrying out of this act is concerned.

It is interesting also to note that Section 37 leaves no doubt as to the intent of the act to remove the Administrator from the control of the courts. "No injunction or writ of mandate or other legal or equitable process shall ever issue to interfere with the administration of this article or to prevent or enjoin any provisions of this article from going into effect."

The provisions of this article are so drawn as to make the Administrator in effect the absolute judge as to what provisions of the act mean and as to the steps necessary for the carrying out of the act.

As further evidence of the intent of this article to remove the Administrator from the control of the courts and other legal procedures:

Section 31, Sub-section 3 provides that the Administrator is authorized to appoint one Chief legal counsel who shall receive an annual salary of \$10,000 to be paid weekly in equal installments and to be paid in warrants. "The Attorney General of the State of California shall render legal opinions to the Administrator upon all questions of law relating to the construction or interpretation of this article or any other act or law arising in the administration thereof, that may be submitted to said Attorney General by the Administrator and shall, under the direction of the Administrator, assist the chief counsel for the Administration in all actions and proceedings brought by or against the Administrator under or pursuant to any of the provisions

of this article or any other act under his jurisdiction."

Section 15 makes the retail Sales Tax Act of 1933, which includes the tax on foods, and the Use Tax of 1935 a part of this act and hence a part of the Constitution and also levies a 3 per cent gross income tax on all gross income over \$3,000.

Sub-section 4 of this section provides for the appointment of a Tax Commission to administer this section of the act; this Commission is to be made up of three members appointed by the Governor—one from southern, one from central, and one from northern California, but the Governor must appoint these *three persons* from a list of six submitted to him by the Administrator.

CONSIDER the power of this Commission!

Sub-section 5, Section 15 says "Said Commission shall have the power to make rules and regulations to carry out the provisions of said gross income tax levy and to collect the tax thereunder. Rules and regulations made by the Commission shall have the force and effect of law and shall carry *such penalties as said Commission deems necessary*. The rules, regulations and penalties shall be enforceable by the police power of this State under the direction of the Commission."

No details as to how the gross income tax is to be levied and assessed are given in the bill. All of these are left to the discretion of this Commission and to the Commission is granted complete legislative, judicial and executive power. The members of the Commission are named by the Administrator.

Section 16 establishes the Credit Clearings Bank. This bank is to engage in all lawful banking and is to be the agent for handling the Life Payment Warrants.

It will also handle all state funds, municipal, city, district, and any other divisions of government in this State.

Section 17, Sub-section 2 provides that this bank shall be governed by a board of directors of seven. This board shall make such rules and regulations for the conduct of the bank as it may deem necessary.

The personnel of the board is to consist of the State Controller, the controllers of the two counties of California having the largest population according to the last census of

the United States, the Administrator of the Retirement Life Payments Act, the Chief Deputy Administrator, and two assistant administrators. Each of these officers, the Chief Deputy and the assistants are appointed by the Administrator and serve at his pleasure. The Chief Deputy is to be the manager of the bank; thus the Administrator has complete control of the State Bank.

Section 32, Sub-section 1 gives the Administrator a drawing account of \$700,000 to get this plan started. Sub-section 2 gives him \$200,000 for advertising.

In case this constitutional amendment is adopted, how may it be changed or amended?

Section 36 says, "Any amendment or amendments to this article, providing such amendments relate to the subject matter of this article, may be proposed by the Retirement Life Payments Administrator to the people at a special election which he may call, or at the next succeeding general election occurring subsequent to ninety days after an official announcement of the Administrator of the necessity for proposing to the people amendments to this article; and in the event that the Administrator calls a special election, it shall be called *at such time and after such publication as he may deem expedient*."

Under this section of the act, the Administrator might if he decided it expedient, call an election after a notice to the members of his party only and such election, if he chose, might be called on Christmas Day! For remember this act supersedes all other sections of the Constitution.

If the Administrator called an election under such circumstances as above, according to the last sentence of section 36, a majority of the votes cast would constitute passage of any such amendment.

Section 40 states that "The state printer shall engrave, lithograph, or print the warrants, warrant redemption stamps, and all other printing which may be required for the administration of this article, provided except that *the Administrator, at his option*, may purchase all or any part of said printed matter from private enterprise, or he may purchase or rent, install and operate such equipment as may be needed to do all or any part of said printing, lithographing and engraving in the administration offices and in this event the Administrator may pur-

chase all necessary paper stock and supplies of every kind or character. All such printing or equipment or supplies may be contracted for and paid with warrants issued under this article."

Regardless of the intent of Article 32, the article is so drawn as to be a danger and a menace to the liberties of the people of California.

It places in the hands of one man for a period of four years complete dictatorial powers.

He is responsible to no one; he cannot be touched by the courts; he appoints his entire staff; he has vested in him the power of the Legislature and the power of the people of the State.

He is absolute dictator as far as the provisions of this act are concerned for a period of four years.

Remember—this article, if adopted, becomes the fundamental law of California to the extent that "If any section, sub-section, sentence, clause or phrase of this constitution is in conflict with any of the provisions of this article, such section, sub-section, sentence, clause or phrase is to the extent of such conflict hereby repealed." — Section 44.

* * *

Forest Fortitude

Margaret Merle Johnson, Teacher, Frank McCoppin School, San Francisco

HAVE you ever seen a cotton-tail
Swish past you through the grasses?
Have you ever seen a doe and fawn
Grazing in forest pastures?
Have you ever heard a brooklet bubble
Over rocks and pebbles?
Have you ever heard the thunder rumble
Through the mountain passes?

Have you ever seen the trout leap up
As forest shadows lengthen?
Have you ever seen the ripples spread
Where floating leaflets hasten?
Have you ever heard the buzz and whirl
Of busy insect wings
And traced the cryptic criss-cross prints
Of quail where grasses ripen?

If you have heard and understood
All that the forest holds,
You have, within, a power unbound
To banish life's monotone;
In office, factory, store or school,
Devoid of solitude,
Echoes of friendly fields and streams
Bring forest fortitude.

THE 30-THURSDAY PLAN

*Excerpts from an address *by Professor Malcolm Davisson, University of California, delivered at the annual convention of League of California Municipalities, Oakland, September 18, 1939*

THE most significant provisions of the proposed amendment, from the point of view of city governments, are found in sections 10, 11, 12 and 15. Section 15 provides that sales made for warrants instead of lawful money will be exempted from the present retail sales and use tax, while those sales for lawful money will, as now, remain subject to the retail sales and use tax.

In addition to the present 3% retail sales tax, there is imposed a new gross income tax of 3% upon the gross income of every person, firm, or corporation above an exemption of \$3,000 per year. Again, this new gross income tax does not apply to receipts where warrants are accepted.

In short, those business transactions done with lawful money would be subject to the present 3% retail sales tax, plus the proposed 3% gross income tax (after the \$3,000 exemption had been taken); whereas those business transactions done with warrants would be exempt from *both* taxes. . .

It has been estimated that around 65% of goods sold by California department and specialty stores come from outside the State, and retailers or wholesalers must pay for these goods in lawful money. If they accept warrants they will be unable to make such payments in the kind of money used in the other 47 states except as they are able to purchase lawful money in the "foreign exchange market" which will develop; and this can be done only by paying a premium on lawful money.

Proponents of the plan dispose of this difficulty by stating that the Credit Clearings Bank will provide drafts for out-of-state payments. This is merely a statement of the problem, not an answer. Rising prices and costs are likely because of the increase in the State's medium of circulation by payment of some \$780,000,000 per year on pension account.

Rising prices and costs will have this result: the money value of imports of goods into California will increase, because with rising prices this will be a good market for outsiders to sell in; the money value of ex-

ports from California will decrease, because rising costs will place California producers at a competitive disadvantage with outsiders.

The Credit Clearings Bank will be denuded of its holdings of lawful money as Californians seek to pay for larger imports and as exporters in California no longer receive the former volume of drafts on out-of-state banks which the Credit Clearings Bank could purchase with warrants.

The only way this stalemate could be broken is by raising the price on lawful money in terms of warrants. It is true, of course, that there will be a demand for warrants for use in tax payments, but there is no ground for supposing that this demand would be sufficient to create universal confidence in the warrants, and it is certain that it would not be sufficient to induce sellers of goods and services to give up these goods and services for warrants.

Speculators in Misery

What is more probable is that there will be some circulation at substantial discounts and that the chief outlet for the warrants will be in special markets in which speculators and financial manipulators will buy and sell warrants at fluctuating discounts and in which those having taxes to pay will appear as buyers. . .

Where will the lawful money come from to pay wages and salaries of those who do not elect to take warrants (and who would elect to take warrants if the depreciation is of any magnitude?); to meet out-of-state obligations; to meet interest and principal of bonded indebtedness; and to meet half the contract price of purchases made within the State?

Governmental agencies, then, are required to accept warrants but are given no adequate means of disposing of them. The end-result is almost certain bankruptcy for the state and local subdivisions.

The proposed measure must inevitably result in rising prices, and no public agency can remain aloof from the impact of inflation. The extent of inflation will depend on how freely the warrants are accepted and how rapidly they circulate. The plan specifies that pensions are to be adjusted upward with every rise or prices. Thus an increase in prices is to lead to a further increase in warrants which will lead to a further increase in prices and so on ad infinitum.

The minimum estimate of warrants to be issued on pension account (\$780 million) amounts to more than twice the lawful currency now in circulation and to half the

deposits in California banks. Proponents of the measure assume that each warrant will be used in transactions at least once per week. This implies a velocity of circulation of 52 per year and implies further that through the use of warrants alone a volume of transactions of \$40.5 billions per year will result.

This total of transactions implies a price level greatly in excess of that now prevailing, even assuming the maximum conceivable increase in the flow of goods and services within the State. Rising prices will increase the operating costs of governmental agencies. . .

Relief Is 20%

Proponents of the plan argue further that total California tax collections of \$900,000,000 per annum could be cut in half after pension payments do away with the need for relief expenditures which they estimate take 50 cents of every tax dollar. This argument is entirely erroneous. . . A recent publication of the State Department of Finance indicates that total expenditures for relief amounted in 1938 to \$224,537,000, of which \$106,500,000 was from federal funds and \$1,950,000 from non-tax sources, leaving just over \$116,000,000 from state and local funds. In relation to total governmental expenditures this amounts to less than 20 per cent rather than the alleged 50 per cent.

Legal opinion seems to indicate that even if other sections of the act are found to be void under the Federal Constitution, the tax provisions of the act would remain in force until removed from the State Constitution. We would have, then, the sales tax and personal income tax plus the new gross income tax.

IN summary, there is a high probability that the revenues of city governments would consist largely of warrants which must be accepted at face value, and the proportion of warrant income would increase as warrants depreciated relative to lawful money.

On the other side of the picture, the ability of city governments to pay out warrants would be definitely conditional, and in the event of depreciation, which would increase warrant income, the ability of cities to pay out warrants would shrink correspondingly. In short, the faster they would come, the slower they would go out.

Operating costs of city governments would likely increase because of higher prices of materials and equip-

* For printed copy of complete address, write to Richard Graves, secretary, League of California Cities, 2121 Allston Way, Berkeley.

ment, and ultimately because of upward revision of salary and wage scales.

As substantial portions of the incomes of individuals and business enterprises were siphoned off to finance the pension plan and in payment of the gross income tax it would likely be increasingly difficult for govern-

mental agencies to raise additional tax revenues.

Finally, we are accepting a questionable plan of tax redistribution masquerading as tax reduction.

Proponents of the plan put forth the obvious fact that our economic system works badly. One may agree with this but still remain skeptical of

the cure-all nature of the remedy they propose.

They argue further that adequate pensions should be provided for the aged. Again, one may agree with this but still feel that, since we cannot create something out of nothing, the first step in a successful pension plan is realization of the burden it must involve on the tax-paying public.

RESOLUTION OPPOSING 30-THURSDAY PLAN

The State Board of Directors, California Teachers Association at their regular meeting held on September 2, voted to reaffirm their stand of opposition to the 30-Thursdays Measure because it is a threat to the support of our public schools and is a menace to the liberties of the people of California.

The Advisory Council of the Bay Section of the Association passed the following resolution at their meeting on Saturday, September 16:

As representatives of the California Teachers Association, Bay Section, we are unalterably opposed to the California State Retirement Life Payments Plan, popularly known as the 30-Thursdays Plan, for the following reasons:

1. The so-called "Retirement Compensation Warrants" (in reality scrip) issued under the proposed measure are not required to be accepted in payment of obligations except by the State, counties, cities, school districts and other public agencies in payment of taxes and other obligations due such agencies.

This would mean that, in a comparatively short

period of time, no public agency will have any income but scrip.

Consequently, if the proposed amendment becomes law, not alone will school districts be unable to pay salaries, but they will be unable to purchase supplies, equipment, housing facilities, or anything else for the maintenance of public schools.

2. It would write into the Constitution of the State a most undemocratic principle.

Regardless of the intent of the plan, the article is so drawn as to be a danger and a menace to the liberties of the people of California.

It places in the hands of one man for a period of four years complete dictatorial powers.

He is responsible to no one; he can not be touched by the courts; he appoints his entire staff; he has vested in him the power of the Legislature and the power of the people of the State.

He is ABSOLUTE DICTATOR as far as the provisions of this act are concerned for a period of four years.

THE TEACHERS RESPONSIBILITIES

VOTE NO. VOTE NO ON PROPOSITION NO. 1, ON ELECTION DAY, NOVEMBER 7, AND URGE YOUR FRIENDS TO DO THE SAME.

October issue frontispiece displayed C.T.A. Southern Section statement against 30-Thursdays. Above is displayed portions of C.T.A. Bay Section statement against 30-Thursdays. VOTE NO ON NO. 1. — Ed.

LETTER FROM PAUL CADMAN

DR. PAUL F. CADMAN, FORMER PROFESSOR OF ECONOMICS, UNIVERSITY OF CALIFORNIA, IS ECONOMIC CONSULTANT, SAN FRANCISCO, AND WIDELY KNOWN TO CALIFORNIA SCHOOL PEOPLE AS A LECTURER

Mr. Roy Cloud, Executive Secretary
California Teachers Association
153 Sansome Street
San Francisco, California

Dear Roy:

FOR a good many days I have been thinking about our discussion of the Retirement Life Payment Act and how it would affect the California Public School System. Since there are so many generalities in the current arguments for and against the proposal, I should like to be as specific as possible.

In the first place there is a confusion about the term "warrants". Many think that they will be comparable to the general State warrants which are occasionally issued when the treasury is short of funds. The pension warrants will not be backed by the credit of the State of California nor are they a lien on any tax money. In fact, when the warrant is issued, it will be worth exactly four cents less than nothing. It will acquire the value of the dollar only when it has accumulated 52 two-cent weekly redemption stamps, each one of which will have to be paid for in real money.

Burdened with this characteristic, it is supposed that these warrants can go into the business world and compete on an equal basis with real cash. But by the terms of the Act, there are only two places where the warrants must be accepted. According to Section 12, all purchasing agents of any political subdivision must contract to pay 50% of the cost of all goods and services in warrants. According to Section 10, the scrip must be accepted at face value in payment of all taxes, licenses or other obligations that may be due any political subdivision.

Let us consider these in the order named. A very considerable number of business, industrial, agricultural, and labor groups have already an-

nounced that they cannot and will not accept the warrants in exchange for their goods, products, or services. It follows that practically everyone who has to pay taxes will attempt to buy the warrants at a discount. Taxes will be paid for the most part with the warrants; the public treasury which now supports the schools, will be stripped of cash and will have only meaningless bookkeeping entries for disbursement.

Although the warrants must be stamped for the current Thursday before being presented at the tax collector's window, it must be remembered that this stamp money cannot bring any cash into the public treasury, for the money represented by the stamp cannot be touched by the tax collector or treasurer. It is to be held in a separate fund by the Administrator to be earmarked for the redemption of the warrants.

This means only a little cash in the public treasury, and therefore limited funds with which to meet the regular salary demand of teachers. For years, you and I have been aware of the exceedingly narrow margin on which our schools operate; this would quickly disappear and California education would be virtually bankrupt.

But let us suppose that certain teachers are willing to work with this curious and illegal "money" for their pay; what of the 50% of the cost of supplies and services which *must* be paid for in warrants? This would mean less light, less heat, less books and equipment, less janitorial service and supplies, less laboratory materials, less paper, ink, erasers, and all of the many other things which go to make up the operating equipment of a school.

And since it is already evident that no reputable business firm will supply any purchasing agent on the basis of 50% pay in warrants, there will therefore be no supplies.

But there is another way in which

this rash experiment will bear down directly upon the teachers: The present pension fund, financed out of their own earnings, will be seriously jeopardized. The passage of the act, indeed, the very threat that it may pass, will cause a severe shrinkage in California State, County, and Municipal bonds. A substantial part of the teachers pension fund is now invested in such securities. If there is a drastic decline in their capital value, there will shortly be a suspension of interest payments.

To many teachers, particularly those who are past middle life and who depend on the present pension for their future, the adoption of this amendment will be a cruel and unjust blow.

FURTHERMORE, the depleted State treasury will mean an end to California's school building program. There will be no relief for the many congested areas, no more beautiful buildings which have served not only to meet educational needs, but in so many instances as a civic center for everything that is good in the life of the community.

Then there is the matter of the great number of young people who are now training to be teachers and who are shortly to graduate from teacher training institutions. They cannot and will not be absorbed into a system which does not meet its operating expenses.

Again, the social values which have been created after years of patient effort will also suffer. There will be no money for visiting nurses, for doctors, dentists, music teachers, and the whole company of specialists who now minister to the needs of our children; no fund for playground supervisors, or for playground equipment.

Establishes Dictatorship

But as dismal as this picture is, I am frank to say that there is a far more serious consequence in prospect: The present promoters of the pension plan have recently indicated that they propose to establish a Dictatorship in this State which would mean the end of personal liberties and therefore of academic liberties for the entire teaching profession. Their recent demand that the Governor compel the Board of Regents of the University of California to retract a protest against the plan is tangible evidence of the high-handed dictatorial regime which will go into effect in California the minute the scheme is made a part of our basic law.

With this threat to liberty goes a distinct challenge to California's hard-won
(Please turn to Page 39)

SUPERINTENDENTS CONVENTION

HOTEL DEL MONTE, OCTOBER 4-7

Roy W. Cloud

CALIFORNIA City, County and District Superintendents of Schools met in annual conference, Hotel Del Monte, October 4-7, under auspices of the State Department of Education cooperating with the State Association of California Public School Superintendents.

State Superintendent of Public Instruction, Walter F. Dexter, and Ira C. Landis, city superintendent, Riverside, and president of the State Association, presided at most of the sessions. J. R. McKillop, district superintendent, Monterey Union High School, was chairman, local committee on arrangements.

Walter T. Helms, city superintendent, Richmond, chairman, Legislative Committee of the State Association, participated in the section on legislation. M. A. Gauer, district superintendent, Anaheim, was chairman of the resolutions committee. David M. Durst, city superintendent, Petaluma, was chairman of the nominating committee.

Wednesday was devoted to meetings of the county superintendents presided over by Pansy Jewett Abbott, San Mateo County superintendent, and president of the State County Superintendents Association. At the general session Thursday morning, Bruce Baxter, president, Willamette University, Salem, Oregon, delivered a masterly address upon Horace Mann, whom he declared to be America's greatest teacher.

Luncheon sessions Thursday and Friday included Phi Delta Kappa, Pi Lambda Theta and Delta Kappa Gamma, California Congress of Parents and Teachers. The afternoons were given over to a generous and diversified series of special section meetings wherein important current problems were discussed.

Inspiring Dinner Meetings

The College Dinner meeting of Thursday evening, and the Friday evening dinner and business session of the Association of California Public School Superintendents were very well attended and presented fine programs.

John F. Brady, chief deputy superintendent of schools, San Francisco, and president, California Teachers Association, presided at the Friday morning general session and took part in several of the section meetings.

Dr. John A. Sexton, city superintendent, Pasadena, past president, California Teachers Association, past president, American Association of School Administrators, and

chairman of the state committee on Educational Plans and Policies, was toastmaster at the College Dinner and also delivered an address before the city superintendents on Policy-Making for Public Education in California.

Among the many speakers were Governor Olson, Lieutenant-Governor Patterson, State Senator E. H. Tickle of Monterey, member, Senate Committee on Education, Dr. Frank N. Freeman, new Dean, School of Education, University of California, and Dr. G. N. Kefauver, Dean, School of Education, Stanford University.

Dr. Walter F. Dexter, State Superintendent of Public Instruction, presided at several sessions and made several addresses.

New officers for 1939-40 were unanimously elected, as follows:

Executive Committee

President, Miss Pansy Jewett Abbott, county superintendent, San Mateo.

Vice-President, Frank Wright, district superintendent, El Monte.

Secretary, J. R. Overturf, superintendent, Palo Alto City.

Treasurer, R. W. Walter, district superintendent, San Gabriel.

Legislative Committee

Chairman, Walter T. Helms, superintendent, Richmond (1942).

John Brady, chief deputy, San Francisco (1942).

Burton Thrall, county superintendent, San Bernardino (1942).

Resolutions Committee

Roy Simpson, city superintendent, Santa Cruz.

Roy Nichols, district superintendent, Lodi.

Edwin Kent, county superintendent, Sonoma.

Dr. Willard Ford, city superintendent, Glendale.

Will E. Wiley, district superintendent, Whittier Schools.

Jere Hurley, district superintendent, Siakiyou.

Ada York, county superintendent, San Diego.

Emmet Berry, city superintendent, Porterville.

Nominating Committee

Homer H. Cornlek, district superintendent, Davis.

Alfred Christensen, district superintendent, Lindsay.

Ira Landis, city superintendent, Riverside.

Jas. G. Force, county superintendent, Monterey.

Resolutions were adopted opposing the 30-Thursday plan. Postponed for one year was a plan to reorganize the association. The conference adjourned out of respect to the memory of Will C. Wood, former State Superintendent of Public Instruction.

National Society, Daughters of the American Revolution, is conducting an outstanding series of radiocasts upon patriotic themes. Mrs. Frank B. Whitlock of New Brunswick, New Jersey, is chairman of the national radio committee; vice-chairman is Mrs. F. Leland Watkins, Fargo, North Dakota. Recently over Station WDAY there, she broadcast a stirring account of the writing of the hymn "America."

It is a generally accepted and appropriate custom for American audiences to sing "America" with bared heads and standing, a noble recognition of the reverence due to God and honor to our beloved land.

* * *

F. R. Moulton, permanent secretary, American Association for the Advancement of Science, Smithsonian Institution Building, Washington, D. C., issues an informative 8-page bulletin concerning the work of that great and venerable society, lists of officers and of related societies.

Organized in 1848, this oldest truly national scientific society in the United States now has more than 20,000 members; including its affiliated societies, the total membership approaches a million.

Professor S. J. Holmes, University of California, is president of the Pacific Division, and Professor J. Murray Luck, Stanford University, is secretary. Many national educational societies are affiliated. The customary winter meeting will be held at Columbus, Ohio, December 27-January 2.

* * *

Regional English Meet

Hollywood, December 27-29

AN outstanding opportunity will be offered the teachers of the West this winter when the National Council of Teachers of English conducts for the first time a regional meeting on the West coast.

Several well-known national leaders in the field of English will be on the program and an extensive series of section meetings will be planned.

The conference will be held during Christmas vacation in Hollywood. The headquarters, Roosevelt Hotel. The luncheon and banquet will be held in that place, with general sessions at Hollywood High School, and section meetings at Los Angeles City College, a point easily accessible by bus from the headquarters.

An interesting program of excursions and demonstration meetings at the motion-picture and radio studios make the whole program a most attractive one for anyone interested in the field of English Teaching.

Letters addressed to the chairman of the steering committee, Florence Sprenger, 3473 Floresta Avenue, Los Angeles, will bring final details to anyone interested.

COSTS OF GOVERNMENT

TREND IN EXPENDITURES FOR MAINTENANCE AND OPERATION OF
GENERAL GOVERNMENTAL FUNCTIONS IN THE UNITED STATES AND
IN CALIFORNIA — 1932 AND 1937

Elmer H. Staffebach, Director of Research, California Teachers Association

A RECENT Department of Commerce publication¹ gives interesting figures relating to governmental expenditures in the various states of the Union. Table 1 below presents figures taken or derived from this publication by the Department of Commerce.

Of initial interest is the great increase in expenditures for the maintenance and operation of general departmental functions in the states. In 1937 such expenditures totaled \$2,601,887,000, a gain of \$1,049,812,000 (67.6%) over similar expenditures during the year 1932.

The greatest percentage of increase, taking the 48 states as a whole, was in the "miscellaneous" item — 842.0%. "Charities" enjoyed an increase of 457.7%. Only one item shows a decrease (recreation — 17.7%), though for "libraries" and "corrections" the increases are relatively small — 3.3% and 3.5%, respectively.

Increasing State Support for Schools a Definite Trend

For many decades students of educational finance have argued for increased state support for schools. They have based their arguments on the ground that only through increased state support can an approach be made to the solution of the ever-pressing problem of equalizing both the educational opportunities and the tax loads involved.

The figures of Table 1 indicate clearly a trend toward increasing state support for schools. In 1932 the 48 states combined, provided a total of \$591,107,000 for the support of public education. In 1937, the total provided by the state governments was \$821,985,000 — a gain of 39.0% in the amount of state support.

These figures, it should be remembered, do not represent actual expenditures

for education by the states, but only the amounts appropriated by the state governments for the support of public education. For the most part, the actual expenditures take place in sub-divisions of the state, counties, districts, etc. However, the trend toward increased state support for schools seems to indicate progress toward the solution of the problem of "equalization."

Education Expenditures Actually Reduced

During the same period, actual expenditures for public education in the 48 states were considerably reduced. In 1932 expenditures for public schools in the 48 states totaled \$2,174,651,000. In 1936² they totaled only \$1,935,000,000, a drop of \$239,651,000 or 11%. Thus it appears that while actual expenditures for public education were being reduced by 11%, appropriations by the state gov-

ernments for support of such expenditures were being increased by 39%.

Educational Functions Relatively Reduced

It will probably be a matter of some concern to persons interested in social development and progress to discover, as revealed by the figures of Table 1, a very evident tendency to reduce, relatively at least, those state functions which may be classified as educational or near-educational in character.

It has just been shown that support of public education shows a curtailment of 11% during the period 1932 to 1936. Other items in Table 1 which are more or less directly educational in character are libraries, recreation, and corrections. Of these, all three show relative reductions, and one (recreation) shows a considerable actual reduction in the amount of state support received. Whether such reductions in state support have been compensated by increased local support present figures fail to show. If, however, we may judge from the actual, known trend in local support for schools, the direct opposite seems a more probable conjecture.

Neglect of the Young for the Benefit of the Old?

The increase of over half a billion dollars in "charities" is the most startling trend revealed by Table 1. Much of this increase in all probability went for relief and payments to the aged. To what extent other more positively constructive functions may have suffered as a result of this trend it is impossible to say. Possibly not at all.

But there can be no doubt that long con-

1. Summary of Finances of State Governments, 1937. No. 15, August 25, 1939.

2. Figures for the year 1937 are not yet available at the time of this writing. Figures concerning educational expenditures in the States are taken from United States Office of Educational Bulletin, "Statistics of State School Systems."

Table 1. Operation and Maintenance of General Departments of States, 1932 and 1937

Items—	Year 1932	Year 1937	Percentage of gain during the period
General Government	\$ 121,515,000	\$ 150,970,000	24.2%
Protection	87,049,000	106,055,000	21.8%
Highways	304,713,000	436,089,000	43.1%
Development and Conservation of Natural Resources	71,517,000	77,942,000	8.9%
Health and Sanitation	25,864,000	36,288,000	40.3%
Hospitals and Institutions for Handicapped....	156,060,000	183,277,000	17.4%
Charities	109,655,000	611,558,000	457.7%
Corrections	63,269,000	65,526,000	3.5%
Schools	591,107,000	821,985,000	39.0%
Libraries	2,375,000	2,455,000	3.3%
Recreation	8,024,000	6,815,000	-17.7%
Miscellaneous	10,926,000	102,927,000	842.0%
TOTAL	\$1,552,075,000	\$2,601,887,000	67.6%

tinuance of this upward-swing in payments to meet purely consumptive needs would eventually of necessity lead to the neglect of social investments in such socially constructive, developmental functions as education, libraries, recreation, etc.

Relief and payments to the aged, however right and necessary, are for the most part purely consumptive in character; at best they leave us tomorrow just where we are today. Education, on the other hand, should be looked upon as a vital form of social investment from which we may confidently expect returns in a better tomorrow.

The Situation in California

TABLE 2 gives for the State of California figures comparable to those for the entire nation as shown in Table 1. A few comparisons between Tables 1 and 2 will reveal the fact that during the 5-year period trends in this state were startlingly similar to those throughout the Union.

The total expenditures for the operation and maintenance of general governmental functions rose from \$84,750,000, in 1932, to \$175,903,000, in 1937—a gain of 107.5%. However, approximately \$40,000,000 of school support was shifted from the counties to the state during this period. (Riley-Stewart amendment, 1933). If this \$40,000,000 be subtracted from the 1937 total, the increase is cut to only \$51,148,000, or 60.3%. This latter figure compares rather closely with the percentage increase (67.6%) for the nation as a whole.

Expenditures for Public Education Reduced in California

The reader is invited to study Table 3, which gives actual educational expenditures in California for the years 1932 and 1937. Actual reductions are found in expenditures by elementary school districts and by the state. Slight increases in expenditures are found on the part of high school and junior college districts.

Taking the state as a whole, a reduction of 4.5% in educational expenditures occurred. This, though considerably below the 11.0% reduction in the Union at large, is still significant as a trend.

Other Educational Functions Reduced

Educational and near-educational functions, other than those represented by public education as such, suffered drastic reductions in support from the state. In California this is true not only relatively but actually. The writer is inclined to believe that, with the exception of the enormous increase in "Charities," these reductions are the most startling revelation made in Table 2. "Corrections" almost but not quite holds its own in actual support; relatively, of course, it falls far behind the aver-

age of the table. "Libraries" and "recreation" received in 1937 but small fractions of the actual state support they enjoyed in 1932; relatively they are much, much further behind the procession.

Consumptive Expenditures Multiplied

The steeply-upward national trend in state support of relief and payments to the aged has already been pointed out. In California the trend is in the same direction, but the ascent much steeper. The State of California appropriated \$4,512,000 to "charities" in 1932. Five years later the appropriation for this item totaled \$40,847,000—a gain of 805.2%. It should be kept in mind that this increase includes only state support of "charities."

County and local and federal payments are not included.

Competitive Needs Lead to Competitive Demands

A brief summary perhaps will help to make clear the seriousness of the picture presented in the foregoing paragraphs.

Support of education and related functions (corrections, libraries, recreation) is being reduced, both actually and relatively.

Support of consumptive functions (charities, relief, payments to the aged) is being multiplied, actually and relatively.

Add to this set-up an ever-growing deficit in the State's General Fund, and the dismal picture is fairly complete.

The growing deficit indicates that rev-
(Please turn to Page 37)

Table 2. Operation and Maintenance of General Departments of the State of California, 1932 and 1937

Items—	Year 1932	Year 1937	Percentage of gain during the five-year period
General Government	\$ 5,139,000	\$ 9,078,000	76.6%
Protection	7,653,000	11,165,000	45.7%
Highways	7,931,000	9,826,000	23.8%
Development and Conservation of Natural Resources	4,115,000	4,806,000	16.7%
Health and Sanitation	1,412,000	2,042,000	44.6%
Hospitals and Institutions for Handicapped....	6,774,000	7,538,000	11.2%
Charities	4,512,000	40,847,000	805.2%
Corrections	2,949,000	2,927,000	-.7%
Schools*	42,205,000	84,194,000	99.4%
Libraries	170,000	19,000	-88.8%
Recreation	748,000	116,000	-84.4%
Miscellaneous	1,145,000	3,356,000	193.2%
TOTAL	\$ 84,755,000	\$ 175,903,000	107.5%

*NOTE: By Constitutional Amendment (1933) that portion of Public School costs formerly provided by the Counties was shifted to the State government. This shift increased the State contribution to public education by nearly 40 million dollars. The figures for "Schools" do not, of course, indicate actual expenditures by the State, but transfers of money from the State to counties and districts where most actual expenditures occur. Actual expenditures for public education in 1937 were 4.5% below such actual expenditures in 1932. See Table 3.

Table 3. Expenditures for Public Education in California, 1932 and 1937 (in thousands), With Percentages of Gain or Loss Over the Five-Year Period

Items—	Year 1932	Year 1937	Percentage of gain during the five-year period
Elementary School Districts	\$ 63,925	\$ 59,030	-7.7%
High School Districts	60,042	61,083	1.7%
Junior College Districts	3,298	3,573	8.3%
TOTAL Expenditures of School Districts.....	\$127,265	\$123,686	-2.8%
Educational Expenditures made by the State.....	\$ 13,011	\$ 10,173	-21.8%
GRAND TOTAL of Expenditures, Public Education in California	\$140,276	\$133,859	-4.5%

Note: Expenditures in school districts taken from State Department of Education "Biennial Statistics." Educational expenditures made by the State taken from "Biennial Report of the State Controller."

C. T. A. CONSULTING GROUPS

EDUCATION AND RELIEF

Arthur F. Corey, Los Angeles; Director, California Teachers Association Consulting Groups

THE PROBLEM: Conditions which cause economic dependency are stubbornly resisting treatment.

What are the implications for public education in the increasing demands for tax supported relief programs, and what are the relief functions, if any, which should be assumed by the schools?

THE Social Security Board is authority for the statement that nearly one-sixth of the population of the United States is wholly or partly dependent upon relief payments for support.

In 1938 about 5% of all income payments in the nation went into public relief. In the preceding four years, the total cost of relief in the United States reached nearly 14 billion dollars.

It is startling to realize that in 1938 nearly twice as much was spent on relief as in the depths of the depression in 1933 or 1934.

When all the facts are collected, the figures will probably show that during the past year nearly two dollars of taxpayers' money went into relief payments for every dollar spent on public education.

These facts are at best disconcerting. When a relatively new public service consumes at least one-fourth of all available public revenue the traditional services of general government and public education must either develop new tax sources or compete directly with the political pressure of dependent groups for tax sources already available.

Relief Not Temporary

William Haber, professor of economics, University of Michigan, is authority for the statement that if all the able-bodied employable persons on relief rolls were to get jobs at once, nearly three-fourths of the relief

problem would remain. His analysis of a year ago is not far wrong today.

Over half of the present relief case load is composed of those too old to work, the physically incapacitated, and the unemployable.

Even a miraculous business recovery could not take these people off relief. The problem is not temporary. So far, everyone has accepted the problem as an emergency situation and the public seems to be content with temporary palliatives.

Relief in the Schools

The extent of relief activities in the schools is not known. However, hot lunches, soup kitchens, free milk and clothing are becoming common services for underprivileged children in the schools. It is pertinent to ask how far the school should and can go with such service? With public relief agencies now generally organized and accepted, should education continue to assume such functions?

The program of the National Youth Administration is relief in the schools. Its success depends directly upon teachers who organize the local programs and supervise the work being done by the recipients.

Traditional Tax Sources Strained

The terrific impact of relief payments has not yet squarely hit the taxpayer. So far about two-thirds of the load has been carried on borrowed money by the federal government. The other third of the cost, met by state and local government, has strained archaic taxation systems in those areas.

In local political subdivisions the pressure has been greatest because these agencies depend almost entirely upon property taxes for support. In many states the financing of public education is still largely a function of local government and taxes for its major support are in direct competition with rapidly rising local property tax rates for relief.

California has witnessed the frustration of an attempt to relieve property tax payers through a transfer of county school support to the State, by rising relief costs which have almost completely absorbed the expected savings.

News columns are full of items concerning the financial straits of local school dis-

tricts in many parts of the country. As usual, school budgets are first to show the effects of any fiscal stringency.

Economic dependency is both a physical condition and a state of mind. The teacher who views education in terms of generations instead of years, must certainly accept the challenge to attack some of the fundamental causes of dependency. If traditional education does not function to produce an individual capable of meeting the problems of modern society, it must give way to a different approach.

E DUCATION cannot ignore the devastating effects to personal morale of continued dependency. Individual pupil guidance in the schools is probably the most powerful force now available to counteract the widespread deterioration of ambition and hope.

Suggested Readings

- After Relief What?, H. Rutzbeck, *Christian Century*, 55:1496 Dec 7 '38
- Appraisal of Services for Unemployed, E. M. Burns, *Annals of American Academy*, 202:45 Mr '38
- Clean Up Relief, *Colliers*, 103:62 Mr 4 '39 Pleads for local control.
- Expenditure for Relief, *Monthly Labor Review*, 45:603 Sept '37
- Millions for Relief, *Current History*, 50:47 April '39
- Relief A Permanent Program, W. Haber, *Survey Graphic*, 27:591 Dec '38 An eminent student of economics outlines the need for a long-time approach to the problem of relief.
- Relief vs Social Problems, C. P. Taft, *Vital Speeches*, 4:365 Ap 1 '38
- Relief, Questions and Answers, *News Week*, 10:9 Sept 6, '37
- Why Pamper Human Culls, *American Mercury*, 43:114 Jan '38 A cryptic attack on the philosophy of relief.
- Education in Straights, *School & Society*, 49:681 My 27 '39
- A very brief exposition of the appalling financial difficulties facing public education.
- The WPA, Loafers or Workers, David Cushman Coyl, *Forum*, Mr '39 p 120
- A spirited defense of those on relief.
- Social Services and The Schools, *Educational Policies Commission*, 1939 pp 87-104
- What do the Women of America Think About Relief?, *Ladies H Journal*, Oct '38 p 22 vol 55
- What Does Relief Do To the Moral Fiber? *Christian Century*, Nov 2 '38 p 1317 Vol 55
- Who Will Pay For Relief?, *New Republic*, Jn 1 '38 p 85 vol 95
- People on Relief, L. V. Armstrong, *Sat Review of Lit*, My 21 '38 vol 18
- Breakdown of Relief, Lubell & Everett, *Nation*, Aug 20 '38 p 171 vol 147
- A very emphatic exposition of the permanent character of the problem of relief.
- Costs of Government, E. H. Staffellbach; see pages 13, 14 this issue.

TINY TOWN

A UNIT OF WORK ON COMMUNITY LIFE

Mrs. Juanita M. Taylor, Teacher, Pioneer School, San Bernardino County

FIRST let me say "Tiny Town" was just what the name implies, created by the children, ranging in age from 5½-16 years, in a one-teacher rural school in San Bernardino County, south of Chino.

Before school opened last fall (1938) I had carefully planned a unit on Community Life (as prescribed in many modern books), had sent the written form to my supervisor and received her O.K. — and was all set to follow this pattern, as outlined.

But the children didn't respond in the way I had planned they should, in fact they didn't respond at all, so I had to do something about it.

A few days later one of the little children brought in a small figure, represented playing on some musical instrument. The other children were interested. After the Standard School Broadcast they asked if we could make

some musicians. I saw a starting-point for the community there — so with beads for heads, pipe-cleaners for body, arms, legs, and some of the instrument, with tag-board for chairs, crepe-paper for swallow-tail coats, and milk-bottle stoppers for bases, they went to work making musicians and instruments.

Many problems arose, such as making the chair fit the musician who was to sit on it, how to make a harp, how to make kettle drums, etc. — which the children solved themselves.

As each musician was completed he was placed on a shelf of the little corner cupboard. Soon that was full and some children realized the musicians were on three levels, and that wasn't right. Something had to be done. Some of the children had heard and seen the Long Beach Municipal band, a few had been to Hollywood Bowl, two had just been to the park in Po-

mona and had noticed the band shell there. So to Pomona we went, and the combination of all these ideas you see in our 62 piece Symphony Orchestra, which is also properly seated.

The children can name every instrument, and tell which of the groups it belongs in, *strings, woodwinds, percussions or brasses*, and the upper grades children can spell all the names.

This had a great carry-over, as I found out from the parents. Children listened quietly to radio programs and picked out different instruments as they played. And they were very much more interested in the Standard School Broadcasts.

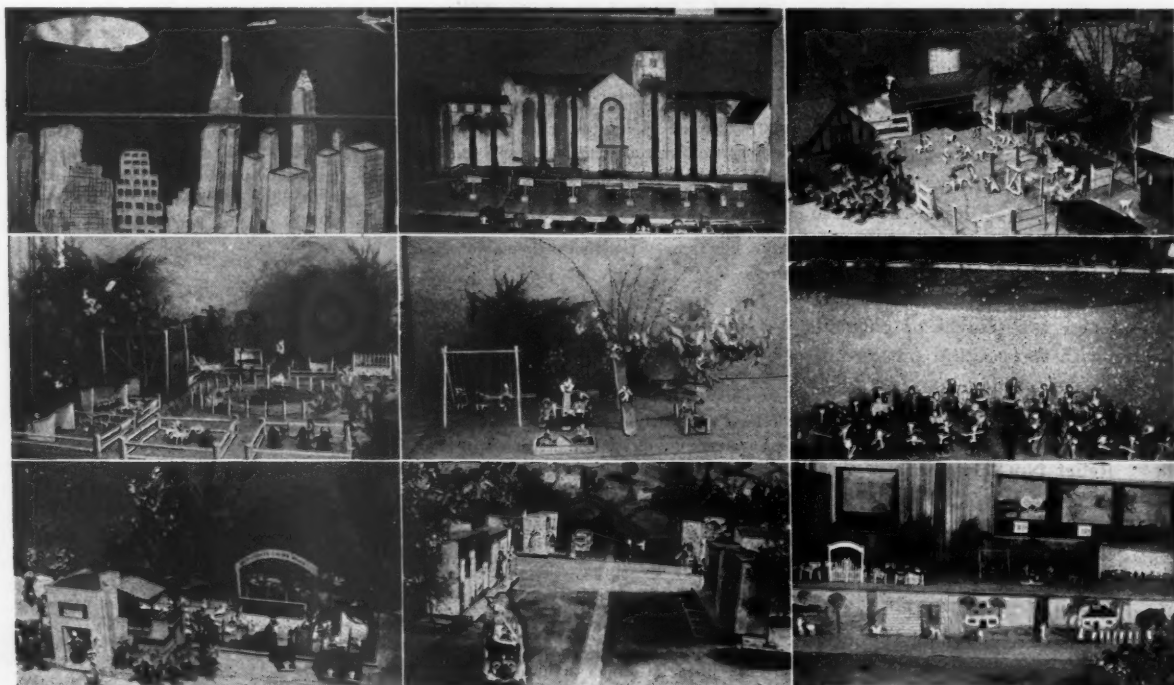
While this was being made, as they sat around the table working, suggestions and ideas came in thick and fast — and our community began to take form. Since the orchestra was in miniature things had to be sized accordingly, so the name Tiny Town.

First we talked about what makes a community. I give you the list by the children:

1. People or citizens.
2. Buildings.—Fire station, police station, hotels, stores, banks, telephone office, telegraph office, newspaper, restaurants, lumber company,

(Please turn to Page 34)

Scenes from Tiny Town (left to right): Background for the airport; the railway station; the dairy farm. Second row: the zoo; the playground; 62-piece symphony orchestra. Third row: the chicken ranch, the main avenue; the town park.



VOTE NO ON 30-THURSDAY

A Letter from Alfred E. Lentz, C.T.A. Legal Advisor, Sacramento

I THINK the following points might be included in the California Teachers Association message to its members concerning the Thirty-Thursday measure on the November 7 ballot.

1. The measure places in complete control of the economic life of California and its people one of two persons named in the measure, and in whose selection the people will have no opportunity to participate until the general election of 1944, five years hence.

This person, to be known as the Administrator, has uncontrolled authority to employ any number of employees to administer the plan. Further, he is not subject to due process of law.

2. The plan proposes to substitute for lawful money in California scrip (or warrants) of uncertain and improbable value by the issuance of not less than 1,566,000 one dollar warrants annually, as estimated by the Federal Social Security Board.

The redemption of these warrants will cost (exclusive of the payment of the 3% gross income tax imposed by the plan) the average taxpayer at least \$625 annually in lawful money for the purchase of redemption stamps for such warrants, according to the Federal Social Security Board.

3. In addition, the plan incorporates the sales tax and use tax into the Constitution by reference, making it impossible to modify them except by a state-wide vote of the people, and imposes a 3% gross income tax.

4. The State and every public agency is compelled to accept scrip, despite its actual value, at face value

in payment of all taxes and other obligations due.

This means, of course, that instead of lawful money, only scrip will be made available for the support of the public school system, the construction of highways, law enforcement, old age pensions, retirement salaries, and all other responsibilities of State and local governments.

5. A State Credit Clearings Bank is created by the plan, which will be controlled by the Administrator of the plan; and under the terms of the measure this bank confiscates all lawful money of the State and every public agency, including public school funds, the State Employees Retirement Funds, the State Teachers Retirement Funds and all local retirement funds of every nature.

6. In short, the adoption of the plan means that all essential government functions of every sort will cease to function, that private activities will automatically be paralyzed, and that every thing which a member of the Association prizes—his State, his school system and his family, will be confronted with economic ruin from which it will take years to emerge.

7. Every member of California Teachers Association, for the welfare of the State and for the welfare of his family and himself, should fight for the defeat of the Thirty-Thursday plan on November 7.

The adoption of the plan, even though it may last for a short period of time, can bring only misery in its wake. While public employees will be the ones most immediately affected, the evils of the plan will swiftly reach all other persons in the State.

8. Finally, because members of California Teachers Association believe in our present form of government, the plan must be defeated if for no other reason than that under it the Administrator is made independent of the courts by an express provision.

The effect of this proposal is to give the Administrator power never before given to any person in this country and is the first evidence of a desire of a person in this country for power now possessed only by the heads of totalitarian States.

Road to Monterey

CARROLL HARRIS, JR., journalism student and photographic editor of the school paper at Sequoia Joint Union High School, Redwood City, San Mateo County, and son of Captain Carroll Harris, veteran of the World War, is author of a well-written and noteworthy article, "The Road To Monterey," appearing in a recent issue of the Belmont Courier, and presenting an enthusiastic account of his recent experiences in the Citizens Military Training Camp.

Blanche Hogan, editor, states that the author "sees a big job ahead for young Americans, if we are to be prepared, remain nationally secure, and if by that preparedness we are to stay out of war." The editor and the publisher, Joan Lynn, both graduated from Sequoia, where they had majored in journalism under Louise Watkins.

Iroquois New Standard Arithmetics, by DeGroat and Young, a 3-book series (1. Grades 3 and 4; 2. Grades 5, 6; 3. Grades 7, 8), is a distinctive contribution to the teaching of arithmetic and meets modern requirements.

The series also appears in a 6-book set, one for each grade, 3-8. The text for Grade 7, recently off the press, is exceptionally attractive inside and out. Home office of Iroquois Publishing Company is Syracuse, New York.

California Library Association, Section for Work with Boys and Girls, publishes a most useful monthly, annotated bulletin of children's books entitled *A Roundabout of Books*; subscription 30 cents; address, 1205 West Pico Street, Los Angeles.

SAFETY EDUCATION

ST-U-D-E-N-T S-A-F-E-T-Y S-C-H-E-M-E-S

Ted Edward Gordon, Teacher of English and Social Living, Formerly of Polytechnic High School, Riverside, California, Arthur G. Paul, Principal

AS one of the summarizing activities at the end of an intensive five-week's unit on The Automobile and Safety in his two 10th grade double-period Social Living classes, the teacher assigned the general topic My Safety Program and asked each pupil to imagine himself as President, King, Dictator, or Governor and then to list what he would do to advance the cause of safety.

The results, reflecting classroom reading, library research, general discussion, and individual thought, were 54 papers totaling about 1100 items, some single reports having as high as 50 to 75 suggestions.

Despite duplication, about 80 distinctively different schemes, ideas, and plans were promulgated; most of these are traditional, many have come into practice since the assignment, a few are original and striking enough to be given much thought by teachers, engineers, judges, and voters in general.

The composite list, summarized loosely under the familiar headings of Education, Enforcement, and Engineering, should be of especial interest to teachers of safety—and safety should be a constant subject by all teachers.

"If I Were (King, Dictator, President, Governor) . . ."

1. Education

1. The organizations working for safety would cooperate in the production of an outstanding national radio program.

2. Motion-picture companies would arrange for the inclusion of shorts on safe driving, to be shown as part of the newsreels.

3. The police should be made to set a good example in driving and in obeying the traffic rules.

4. Police cars would be equipped with loudspeakers to warn jaywalkers and other traffic offenders.

5. The government would have official bureaus and stations to give out travel information.

6. The government would operate a laboratory to study mechanical, psychological, and other means of promoting safety.

7. All schools would give a course in safety; safety classes would be held for adults.

8. Drivers schools would be set up in each city and persons desiring to learn to drive would attend school for at least one month.

9. Every car driven by a beginner would have some sort of identification mark plainly visible to other drivers.

10. All learners would have a temporary license for at least one year before receiving a permanent one.

2. Enforcement

1. A national group of police officers, judges, and courts would take charge of traffic enforcement.

2. All traffic violations would come up before special traffic courts under state or federal judges.

3. All used cars sold again would be inspected by government officials before being given a permit to go out of one state into another.

4. All automobile owners would carry public liability insurance.

5. All entering tourist cars would be examined to see that they were in running condition after extensive travel.

6. Automobiles would be examined at government stations at regular periods during the year.

7. Jail sentence would be meted out instead of fines.

8. There would be uniform national license test laws.

9. There would be more thorough driving examinations, including tests for tunnel vision, barrel vision, mental ability, reaction time, etc.

10. Licenses would be issued to persons only between specified ages, the lower limit being 12, 15, or 18 years and the upper 55, 60, or 65 years of age.

11. Hours of truck drivers would be strictly regulated so that no driver could be at the wheel more than 12 out of 24 hours.

12. A national law would require all motorists to dim headlights when another car approached.

13. Prison parole boards would be more strict about paroling persons convicted for killing or injuring persons in automobile accidents.

14. Saloons and night clubs would have adjoining rooms so that drunks could sleep instead of going out on the highway.

15. All newsboys would wear jackets with

glass reflectors or jackets with red celluloid in front and back.

16. Bicycle owners would be required to pass a satisfactory examination for a license.

17. All bicycles would be required to have front and rear reflectors for night protection.

18. Definite regulations would be set up to govern rules for bicycle riding.

19. Jaywalkers would be arrested and fined.

20. All pedestrians walking along the highways at night should wear light clothing, red reflectors, or other means of making themselves safely visible.

21. Highway patrolmen should carry reflector pins and give them to pedestrians on the highway.

22. Arrest would follow for hitch-hikers at night.

23. Car stickers would not be permitted to clutter up the windshield.

24. Buses would deposit passengers on the curbing and not in a safety zone or by any tracks.

25. There would be more laws governing inspections, examinations, penalties, traffic signs, parking restrictions, road improvements, pedestrian tunnels, etc.

3. Engineering

Roads

1. More four-lane highways would be built.

2. Elevated roads would carry traffic across large business sections.

3. Mountain resort roads would be widened.

4. An elimination campaign would be carried on against blind curves and corners.

5. More concrete highways would be made with a rougher surface for better traction and for skid resistance.

6. Bottle-neck entrances to cities would be eliminated.

7. Turnouts would be made at frequent intervals on desert roads so that trucks could pull off the highway for repairs or to permit drivers to rest.

8. Separate roads would be provided for commercial traffic, particularly slow and heavy trucks.

9. Traffic would be routed more about traffic circles at busy intersections than at direct angles.

10. Mountain roads would be made for high gear driving.

11. Detours would be provided around cities on state and national highways.

12. Underpasses would be placed at school locations.

13. Soft shoulders would be eliminated on the highways.

14. Special lanes would be made along the highways, especially on busy streets, for bicycle riders.

15. More watering places, sightseeing plateaus, etc., would be placed along mountain roads.

16. Roads would have parkways or humps down the center.

17. Left-hand turns, as far as possible, would be reduced or eliminated.

Automobiles

1. All cars older than 8 years would be junked.

2. Each automobile would have a warning bell which would sound automatically when the driver's hands, because of carbon-monoxide poisoning, prolonged one-arm driving, or sleepiness, left the steering wheel.

3. To prevent danger of carbon-monoxide gas all cars would be air-conditioned.

4. A small horn or siren would be adjusted to sound when an automobile reached a dangerous speed.

5. The following would become standard equipment: double tail-lights, double windshield-wipers, fog lights, fire extinguishers, extra bulbs, etc.

6. School buses throughout the country would be of uniform color.

7. Numbers on license plates would be radium-illuminated for night visibility.

8. All police cars would be painted white.

9. Cars would be painted so as to glow at night.

10. All trucks would have a green neon outline at the rear; all passenger cars would have a red neon outline at the rear.

11. A governor would be put on each car, except cars used by exempted officials; the governor would regulate speed to 40, 45, or 50 miles per hour.

12. All automobiles would be improved by installation of better mirrors or even periscopes to give better methods of backing and turning.

13. Cars would have steel bodies and tops.

14. All cars would be required to carry flares or sirens to be used on highways when the automobile is forced to stop for repairs.

15. Lights would be mechanically dimmed when other cars approached.

16. Automobiles would be equipped with automatic hand-signals operating from the inside.

17. The instrument panel would have no protruding buttons, etc.

18. Steering wheels would be made adjustable for different heights of drivers.

General

1. Small self-service and first aid stations would be erected at advantageous places along highways.

2. Immediate arrangement would be made for present and future parking facilities.

3. All telephone wires would be put underground.

4. Safety zones would be mostly in the form of raised islands with railings around them.

5. Interurban cars would be routed into cities upon elevated tracks.

6. Tunnels and underpasses would be used to eliminate crossings.

7. Signposts would be illuminated at night.

8. Schools would henceforth be constructed off of busy streets; those near traffic would be fenced in and reached by tunnels or overhead bridges.

9. Buses would take the place of street cars.

10. Gates would be installed at railroad crossings.

11. More playgrounds would be provided to keep children off the streets.

* * *

A. C. Phillips, instructor, woodwork department, San Luis Obispo Junior and Senior High Schools, has prepared and published a praiseworthy booklet of *Safety Rules for the Woodwork Department*.

Safety instruction has been a hobby of Mr. Phillips throughout the 15 years in which he has been in charge of the shops. The book has been received with much interest by his students who are proud of the splendid safety record of their schools. It is also distributed to the students in the Evening high school.

Charles E. Teach is superintendent of San Luis Obispo City Schools.

Laidlaw Brothers Purposeful Mathematics series now presents *Algebra, First Course and Second Course*, two praiseworthy texts by Ernst R. Breslich, University of Chicago. The Laidlaw series stresses the usefulness or purposefulness of mathematics. The author elucidates seven important principles in the teaching of mathematics:

1. Algebra should be taught as a language.

2. Understanding of the principles and concepts should be a major aim of the course.

3. Concepts of algebra must be developed gradually.

4. A major objective of algebra should be to help pupils develop the power to reason, to analyze, and to think clearly.

5. Practical values should be kept constantly in mind.

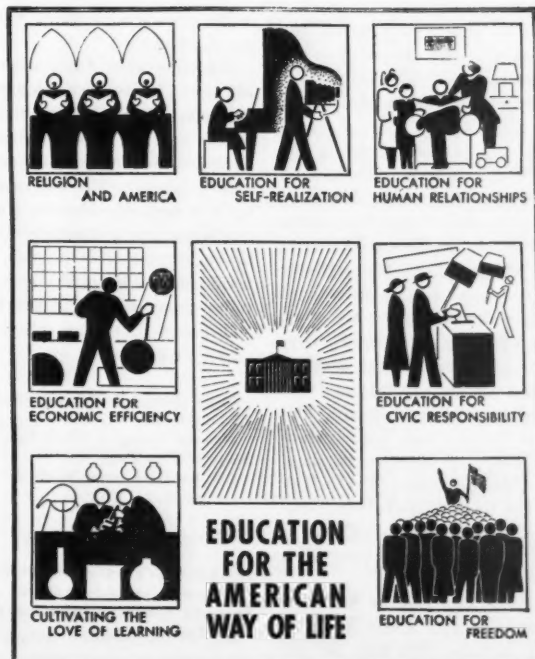
6. Provision should be made for individual differences in the abilities of pupils.

7. Pupils should aid pupils in developing correct methods of study.

* * *

Broadcast Receivers and Phonographs for Classroom Use, an illustrated bulletin of 96 pages, published by Committee on Scientific Aids to Learning, 41 East 42nd Street, New York City, is a practical discussion of the factors to be considered in the selection of these instruments. It is of specific service to all schools which utilize radio and phonographs.

American Education Week — November 5-11



CHRISTMAS PLAY

CHRISTMAS IN MANY LANDS: A PLAY WITH FAMILIAR CAROLS

*As Written and Dramatized by the Fifth Grade, Wasco, Kern County;
Teacher, Dorothy J. Stuart*

Stage Setting: A living room in any American home on Christmas Eve. A Christmas-tree stands in one corner of the room. A fireplace and benches or chairs are the only other stage properties.

Time: 8:00 o'clock any Christmas Eve.

Characters

The American Twins.....James and Sally
The German Twins.....Elsa and Johann
The Scotch Twins.....Joe Ann and Jock
The English Twins.....Chauncey and Aileen
The Dutch Twins.....Gretchen and Hans
The Swiss Twins.....Hilda and Rudolf
The Russian Twins.....Kayra and Kostya
The Latin Twins.....Cornelia and Quintus
The Mexican Twins.....Dolores and Carlos
The Dutch Twins' sister
The French Twins.....Francine and Pierre
A Japanese girl.....Matsu
A Chinese girl.....Soo Ling

As the play opens the American twins and the little Japanese girl and the little Chinese girl are sitting around the Christmas tree. The Japanese and Chinese girls are kneeling on pillows.

The Play

James—This is our Merry Christmas, Soo Ling and Matsu, and we hope you enjoy it.

Soo Ling and Matsu—We are honored to be here. We are sure our honorable parents would be very glad to have us here.

Sally—What do you do for your Christmas over in China and Japan?

Matsu—We do not have a festival and celebrate Christmas as you do; we have the Feast of the Dolls, which is a holiday for girls and it comes on the third day of the third month.

The holiday for Japanese boys is the Feast of the Flags which is celebrated on the 5th day of the 5th month. I will be happy to tell you about them some time.

Soo Ling—We do not have a Christmas celebration in China either. We celebrate New Year's Day each year in memory of the time some five thousand years ago when the people stopped dying of a plague. They were so glad to see people happy and not sick that it was a new year to them.

We also celebrate Kite Season. This starts when the spring winds begin, which is in April or May and lasts for 90 days. It usually ends about October 9. Our calendar is different from your American calendar; therefore, our New Year's Day is two or three days later than your New Year's Day.

The story of the Kite Day or Season is that some 3,000 years ago, a man in China made a wooden airplane. The king did not like the airplane and killed the man. The

people made kites to honor this man and also to frighten away the enemy.

(A knock is heard on the door. Soo Ling and Matsu rise every time anyone comes in. The German Twins, Johann and Elsa, enter—Johann is wearing green shorts and black coat, Elsa is wearing a polk cap with a green flowered dress.)

All—Why, who are you?

Johann and Elsa—We are the German twins.

Johann—My name is Johann.

Elsa—My name is Elsa.

Elsa—We came to tell you what we do in Germany for Christmas.

Johann—On Christmas Eve we have a big feast.

Elsa—After this feast we hunt for our presents, which each one hid when he had a chance.

Johann—Then our mothers tell us about the Christ Child. I should love to tell you this beautiful story, but we have only enough time to sing our song.

Elsa—Oh, we almost forgot that the Swiss Twins are going to sing with us.

(The Swiss Twins come in, the boy yodeling. Hilda has a full skirt, pretty apron and sweater. Rudolf has shorts, suspenders and sweater, and a hat with a feather in it.)

Both Swiss Twins—We are the Swiss Twins.

Hilda—My name is Hilda.

Rudolf—My name is Rudolf.

Hilda—We are going to tell you about our Christmas.

Rudolf—Our Christmas is very much like yours in America. We have much fun.

Hilda—We go to church and sing songs. Say, we have something to tell you.

Rudolf—We sing our songs in the German language. We will sing Silent Night for you with our German friends.

(While they are singing the Dutch Twins tiptoe in and join them. Gretchen has braids, a blue long skirt and an apron with tulips designs on it. Hans has blue pants and blouse. Both have black wooden shoes on.)

Stille Nacht, Heilige Nacht, Alles schlafet,
Einsam wacht.

Nur das heilige—Eltern Paar—das im
Stalle zu Bethlehem war.

Bei dem Himmlischen Kind, Bei dem Himmlischen
Kind.

Licht stadt, Nacht hat gebracht, Heiliges Kind
—deine macht.

Lieulich liegt's—Du gebettet auf Stro, O wie
macht uns dein Anblick, so fro.

Fro dein kommen auf Erd, fro dein kommen auf
Erd.

All—Who are you?

Dutch Twins—We are the Dutch Twins.

Gretchen—My name is Gretchen.

Hans—My name is Hans.

Both—We are going to tell you what we do in Holland for Christmas.

Gretchen—(In rhyme).

On Christmas, in Holland,

Oh, do we have fun,

We jump, holler, skip, and run.

Hans—

We put a white sheet upon the floor.

And then get ready to sing some more.

Gretchen—

Then in comes the Saint Nick, and

Oh, the noise,

When the candy comes down

on the girls and boys.

(They curtsey and bow.)

(In come the Mexican Twins. They are wearing colored skirts and jacket boleros, sombreros.)

Both—Buenos dias, señoritas y señores. We are the Mexican Twins.

Carlos—My Name is Carlos.

Dolores—My name is Dolores.

Carlos—We are going to sing "Silent Night" in Mexican.

Dolores—We hope you enjoy it.

Noche de paz, Noche de amor.

Todo duerme en derredor.

Entre los asthos que esparcensu luz

Bella anunciad al Ninto Jesus.

Brilla La Estrella de paz.

Brilla La Estrella de paz.

Carlos—Before we go we are going to show you our flag and tell you what we do in Mexico for Christmas.

Dolores—In Mexico for Christmas we have dances, fiestas—(Interruption by Carlos.)

Carlos—and sing and be merry.

Carlos—You see Mexico's Christmas is a celebration which begins nine nights before Christmas and on each of these nights almost every Mexican entertains his friends at his own home or else goes to the home of a friend.

Dolores—These nightly parties are called posadas, and at each of them there is much singing and merry-making.

Carlos—Tonight, which is Christmas Eve, we shall have still another at home kind of posada which is celebrated.

Dolores—There we follow the old Mexican custom of parading through the house calling nine times at different doors asking for shelter.

Carlos—At the last door we are admitted to find a room beautifully decorated. Here hangs the posada, or Mexican equivalent for a Christmas tree.

Dolores—It is a large paper globe filled with toys, gifts, and candy—something like the American Christmas stocking.

Carlos—We blindfold someone with a large silk handkerchief and hand them a light wooden club. They strike with the club and try to hit the posada.

Dolores—The fun is to see how few

strokes you need before you touch it. When the posada is hit the paper bursts and out of it falls a shower of presents. Everyone makes a scramble for the falling toys and candies. Then we all say Merry Christmas to each one nine times.

Dolores — This is our flag of Mexico.

Carlos — Deciamos un Felice Christmas.

Dolores — Adios, ye no vamos.

(They curtsy and step back with the other children.)

(As the Mexican twins step back, the Russian twins come on the stage doing the step.)

Together (Russian Twins) — We are the Russian Twins.

Girl — My name is Kayra.

Boy — My name is Kostya.

Together — We are going to tell you about Christmas in Russia.

Kayra — On Christmas morning everybody goes to church. At church we sing and pray. Then after church we have a big feast. After the feast we give out presents for the rich and poor.

Kostya — Then we go to church again towards evening. In church they have candles for light. As you see, the Russian Christmas is more religious than some others.

Together — Oh, we almost forgot — this is our flag of Russia.

(As the Russian twins step back into the group a loud "Hoot Mon" is heard off stage immediately followed by the entrance of the Scotch Twins.)

Joe Ann — Aye.

Both — We are the Scotch Twins.

Joe Ann — My name is Joe Ann.

Joek — My name is Joek. Would you like to hear what we do in Scotland for Christmas?

All — Yes, yes.

Joe Ann — Our Christmas is very much like yours. We hang our stockings on the fireplace and have Christmas trees.

Joek — (Interrupting) and sing carols.

Joe Ann — (interrupting) and give and receive gifts.

Joek — Our real celebration is on New Year.

Joe Ann — Which is called the Hogmanaye.

Joek — The Hogmanaye is the grown-ups-day.

Joe Ann — Our real feast is on Hogmanaye instead of Christmas.

Joek — We have cranberry sauce and other good things to eat.

Joek — Say, Joe Ann, why don't you do the Highland Fling?

(Joe Ann dances the Highland Fling. After the dance the English Twins enter carrying boughs of holly, and singing, Deck the Halls with Boughs of Holly.)

Together — We are the English Twins.

Chauncey — My name is Chauncey.

Aileen — I am his sister, Aileen.

Chauncey — We will tell you what we do in England for Christmas.

Aileen — We go to the castle which is decorated very beautifully.

Chauncey — In the middle of the room there is a great stone hearth.

Aileen — There are logs burning with a cheerful blaze.

Chauncey — There are plates glittering with gold and silver.

Aileen — Tall candles light the room.

Chauncey — When everyone has arrived the Yule log is brought in, and the lord lights it. At this time everyone takes his place at the table.

Aileen — There are good things to eat and drink. We always watch for the roast pig. After dinner there are games to be played.

Chauncey — We sing a song called Boar's Head Carol.

Aileen — Then a play is given.

Chauncey — After the play the members sing.

Aileen — As the guests sing one of the members go about the hall with a hat into which the guests throw money for the poor.

Chauncey — Thus the night is spent.

(The French Twins come running to the front of the stage as the English Twins step back, shouting Viva la France. They stop and say Bon Jour Tonto which means Good evening everyone.)

Together — We are the French Twins.

Francine — I am Francine.

Pierre — I am Pierre.

Francine — Would you like us to sing Silent Night in French for you?

Sainte nuit, Heureuse nuit; Le repos est partout
Seul le saint couple est reste debout Pres de la
creeche du nouveau roi. Enfant sauveur,
salut a toi,
Du Ciel, O divin envoi.

(French Twins continue.)

Francine — We hope that you enjoyed our song?

Pierre — Now we will tell you about Christmas in our land.

Francine — Christmas in France is mostly a religious holiday.

Pierre — Families have Christmas trees and Pierre Noel takes the place of Santa Claus.

Francine — Children go to bed early but grown people stay up and attend mass. After mass they have a midnight lunch.

Pierre — Children have their presents on New Year's Eve.

Francine — Well, we must be going now (together) Au revoir.

(Everyone grows quiet as the Latin Twins come into the group.)

Quintus — We are the Latin Twins.

Cornelia — My name is Cornelia.

Quintus — My name is Quintus.

Cornelia — We don't have any Christmas, but on the 17th of December we have a saturnalia. Then we exchange gifts. Our gifts are—

Quintus — (interrupting) wax dolls, pottery dolls, or candles. Sometimes we give other gifts. We have a big feast. The mas-

ters have to wait on the tables and let the slaves eat.

Cornelia — Our feast lasts about seven days. During these seven days nobody works.

Quintus — But everybody has a good time.

Cornelia — Now we will sing Adeste Fideles which means Oh Come All Ye Faithful.

Adeste Fideles
Laeti triumphantes
Venite, venite, in Bethlehem.
Natum venite,
Regem angelorum
Venite adoremus
Venite adoremus
Venite adoremus
Dominum

(As the Latin Twins fade into the group the American Twins come to the front of the stage holding the flag of the United States.)

James — This is our flag. We have decided to tell you about our Christmas more in detail.

Sally — On our Christmas we play games, sing, and dance.

James — We have Santa Claus, too, and he fills our stockings with fruit, candy, and different kinds of nuts and toys.

Sally — Yes, and we have Christmas trees inside and outside of the houses.

James — We decorate them with colored lights and balls.

Sally — There is lots more to say, but we cannot say it all.

James — Now, will you all join in singing Jingle Bells?

(Curtain.)

* * *

Among recent Silver Burdett books to be specially mentioned at this time are:

1. *Unit-Activity Reading Series, Yesterday and Today*. This new reader is for beginning 4th grade classes before they start their basal 4th grade reading. It can also well be used with 3d grade classes after they have finished their basal reading. The Unit-Activity Reading Program includes basal readers for each grade, a practice pad for each volume, additional readers such as *Yesterday and Today*; a teacher's guide for each year; a comprehensive program of exceptional teaching aids, and a large number of supplementary pamphlets.

2. *On the Trail With Lewis and Clark*, by Howard, an illustrated reader.

3. *Children's Voices*, creative writings of boys and girls, compiled by Bertha E. Roberts, deputy superintendent of elementary schools, San Francisco, and Aneta T. Beckman, former supervisor of elementary schools, San Francisco. This delightful book can be used for oral, supplementary and pleasure reading by boys and girls in all grades: 192 pages, 8 full-color illustrations.

JUNIOR COLLEGES

CALIFORNIA JUNIOR COLLEGE FEDERATION

A. J. Cloud, President, San Francisco Junior College; and President, California Junior College Federation

HISTORICALLY, the California Junior College Federation was accomplished in 1929 through the affiliation of three regional associations. A. C. Olney of Marin Junior College assumed leadership of the new organization as its first president, being succeeded in turn by C. S. Morris of San Mateo, Grace Bird of Bakersfield, Nicholas Ricciardi of San Bernardino, and the present writer.

The Federation is a forum for discussion of problems common to the institutions comprising the membership of the three regional associations in California, namely, Northern California, Central California, and the Southern California Junior College Associations.

The presidents of these associations are ex-officio members of the executive committee of the Federation and are, respectively, Dwayne Orton, Stockton Junior College; Robert J. Wright, Bakersfield Junior College; and W. T. Boyce, Fullerton Junior College.

Other members of the executive committee are Gardiner W. Spring, Chaffey Junior College; Floyd P. Bailey, Santa Rosa Junior College; and A. J. Cloud, San Francisco Junior College. Membership in the Federation is institutional, the dues for each institution being \$10 annually.

A United Approach

The Federation offers an opportunity for a united approach to problems of statewide scope and significance. Its activities are carried on through committees, one of which is the Committee on Affiliations with University of California. This committee meets regularly with representatives appointed by the president of the University of California.

The result has been the cultivation of goodwill between these two closely-related segments of the educational system of the state. At the meeting this year, for example, out of the discussions arose clarification of issues of such consequence as: training for profes-

sive instructors at the junior college level; introduction, operation, and achievement of terminal or semi-professional curricula; articulation of the junior college, senior high school, and university; and various questions revolving about admission regulations.

The present members of this committee are Miss Bird, and Messrs. Lillard, Ricciardi, Ingalls, Morris, Boyce, and Cloud, ex-officio chairman.

Athletic Relations

Athletics is an important activity of many junior colleges, and, as might be assumed, there arise questions of policy which could cause serious contentions and even bitterness of feeling. However, the committee on athletic relations, under the chairmanship of John L. Lounsbury, of Long Beach, has steadfastly adhered to the policy that there shall be no state play-offs or post-season games and has wisely insisted that athletic competition is primarily a local matter to be settled by each of the regional associations.

Other special problems of the Federation are studied and reported on by: the committee on relations with State Colleges, Dr. Nicholas Ricciardi, chairman; committee on uniform course numbering, L. J. Williams, chairman; committee on cooperation with American Association of Junior Colleges, Gardiner W. Spring, chairman; committee on vocational education, Dr. Rosco C. Ingalls, chairman; committee on goals of adult education at junior college level, Dr. John W. Harbeson, chairman; committee on National Youth Administration program, Louis E. Plummer, chairman; committee on public relations, Gardiner W. Spring, chairman; and the legislative committee, C. S. Morris, chairman.

The annual meeting of the Federation was held in conjunction with the California Secondary School Principals' conference at San Francisco last April. Some features of the programs held during the three-day sessions were addresses by:

Gardiner W. Spring, The Grand Rapids Meeting of the American Junior College Associa-

tion; Sol M. Sheridan, Placement in Relation to the Junior College; John P. Clifford, Relations of the Junior College to Industry; Aubrey A. Douglass, The State Junior College Survey; Jay B. Nash, Administration for Student Health at the Junior College Level; Dwayne Orton, The N.Y.A. Program in Theory and Practice at the Junior College Level; Walter C. Eells, Application of Cooperative Study of Secondary School Standards to the Junior College Field.

THE junior college movement is advancing rapidly in many states of the Union.

California has taken national leadership by recognizing the junior college as the upper level of the public school system, entitled to financial aid from the State, and has given her sister-commonwealths a pattern to follow.

The California Federation achieves its highest purpose in promoting the "general welfare" as immediately related to junior college education.

* * *



Miss Morris of Los Angeles

MARY VIRGINIA MORRIS, recently elected President of Los Angeles Elementary Teachers Club, is a member of California Teachers Association Board of Directors, and was education chairman, Los Angeles district, California Federation of Womens Clubs, and public relations chairman ATOLA. She also served simultaneously as public relations chairman, Los Angeles District, Business and Professional Womens Clubs and on the board of Los Angeles District, Federated Womens Clubs.

JERRY THE DRAMATIST

Margaret Childs, Pacific Palisades, Los Angeles County

JERRY, Francisco and Estellita were building block-towers on the front porch of the nursery school.

They found it very exciting because no one could ever tell just how many they could pile on top before the tower went all to pieces with a crash.

Jerry and Francisco did most to the building—especially when the tower became high. Estellita stood off a short distance, sometimes dancing upon her toes, sometimes jumping about with delight.

Her excitement brought others and of course they all wanted to help with the building. This annoyed Jerry. He knew just how he wanted his towers built and he couldn't make the others understand.

"Let's build a good strong house that won't fall down," suggested Jerry.

"All right," said Francisco. And they began all over again. Estellita wanted to help them build, too. That was fine! But when others offered, Jerry again became annoyed.

"You bring me the blocks and I'll build the house," he said.

Some one handed Jerry a block and he placed it. Estellita was about to pick up a block and pile it upon Jerry's.

"You must not do that," cried Jerry, a bit impatient. Then he added, "There's a boogy-man in there and he'll hurt you." He pointed to an enclosed part.

Estellita drew her hand away.

Jerry was pleased.

"It's my boogy-man and I must build his house." Jerry spoke loudly enough for the others to hear.

Estellita stepped back.

"See!" he cried excitedly, "he will come right out of that hole!" And standing back as far as he could Jerry bent down and pointed to a hole between the blocks. Then he walked up cautiously and pointed his finger near and quickly drew it away again while the children stood looking on, tense with excitement.

Then Guillermo came up boldly. He

deliberately put his finger in the hole.

"O, no!" cried Jerry excitedly as he jumped up and down. "Do you want a coyote to jump out at you?"

It was now Guillermo's turn to draw back. Several other children came near, but they kept their hands away and all appeared to be impressed.

"Bring me more blocks and I'll fix it so the coyote cannot jump out at you!"

Some others took up the idea.

"He'll come right out of there!" a girl said. A child stepped cautiously near to hand Jerry a block.

Jerry cried frantically, "There are snakes in there! They will bite you! Look out everybody! The snakes will come out of the holes and they will bite everybody!"

Those who had not been afraid of coyotes moved far back at the thought of snakes.

"Bring me more blocks!" shouted Jerry.

They did.

"Here's one coming out!" he called as his eyes danced with excitement and delight. They were all tense by this time. Most of the children were dancing up and down and exclaiming about the snakes that they "saw."

"They'll bite you!" one would warn another who went close.

On hearing the noise, Jose came from the back yard where he had been swinging.

"Go back!" warned Jerry as he pushed Jose in his excitement. "There are snakes in that house and they will come out and they will bit everybody!"

"There are no snakes," said Jose, not in the least disturbed. "I don't see any."

And he got down and put his head to the floor so that he could look into the little holes at the bottom of the block house.

Jerry became self-conscious. For a moment he was looking at a pile of blocks—just like Jose. He was thoughtful.

"There are snakes, Jose," he said quietly and a bit doubtfully. "They are there alright only you can't see them, but (his voice

raising to a pitch of excitement again) they are really snakes! Oh! there comes one! He's sticking his tongue out at you! Look out!"

And Jose got up and stepped back for a moment.

THEN one after another the children began to come closer. Some, about to put a finger in the hole would be frantically warned by Jerry until they would withdraw—but with more and more reluctance—as Jerry observed.

"The old witch is in there," Jerry said finally. "The snakes won't bite any more, now. They won't bite you," he repeated, putting his finger in a hole. "See!"

"There are no snakes," said Francisco.

"O yes there are," repeated Jerry in a convincing manner once more. "The old witch is there, too. You can't see them but you know they are there. But they won't hurt you. The old witch won't let them. I'll take off the top and you can look."

The children closed in around the notorious little block house. They put their fingers in the cracks and holes with great satisfaction. Some one lifted off a block cautiously and Jerry did not object.

"The snakes won't bite you," he told them pleasantly.

Another and another of the blocks were lifted off.

"There is no old witch," said Jose.

"She is at the bottom," said Jerry. "You can look and see."

By this time the block house was almost to the ground.

"Look," he said, and lifted a block off the bottom. The children came and looked in.

"There she is!" he said in a matter of fact manner. "You can't see her but there she is!"

"The old witch is in there!" a child cried.

The Witch Vanishes

Jerry began to remove the sides of the last room.

"The old witch won't hurt us. She was in the house but she didn't hurt anyone," the children were saying.

"No, she didn't hurt us," Jerry was saying as he looked at the empty space where the witch's house had been.

With the blocks scattered about in a meaningless pile the children began to move off the porch in search of new adventure.

Thoughtfully, Jerry looked about him at the pile of fallen blocks. He gave a sigh. Then, speaking to himself, he said reflectively, "The old witch was in that house but she didn't hurt anybody."

Then he bent down and began to pile the blocks on the shelf. Estellita had not left with the others. From some distance she was still looking on, and still wondering. After a while she came to help Jerry put the place in order.

OUR ORGANIZATIONS

LOCAL, STATE, AND NATIONAL EDUCATION ASSOCIATIONS

A report by the National Education Association on the duties and responsibilities of each, based upon correspondence, publications, personal observations, and direct experience

THIS list does not present a complete picture of what is being done nor what should be done by any one organization.

Rather it is a composite of activities which are being carried on by education groups, and of responsibilities which are generally recognized to be inherent in professional organizations—local, State, and national.

The order in which the items are listed is of no special significance.

With special reference to local associations, no one group sponsors all of the activities listed. The extent of the program is usually determined by the size of an organization, the interest of its members, the energy of its leaders and particularly by its needs.

However, each should have a broad professional program integrated with the state and national associations.

This has been prepared as a basis for the discussion of the duties and responsibilities of the various units of our professional organization which may lead to closer integration and mutual helpfulness.

Your reactions, frank comments and suggestions will be welcomed.

Local Organizations

Duties and Responsibilities

1. To promote a professional attitude toward teaching by working for: a. professional improvement of teachers in service; and b. higher standards of certification.
2. To work with the school administration for the betterment of the schools in such matters as the following: a. favorable publicity; b. curricula and methods of instruction; c. salary schedules; d. sabbatical leave.
3. To work with other local professional groups.
4. To look after the welfare of its members through such activities as a. group insurance; b. credit union; c. loan and relief funds; d. hospitalization; e. adequate sick leave.
5. To provide some means of keeping members informed on the program and activities of the association. In many organizations this takes the form of a publication issued regularly.

6. To adopt good business practices in carrying on the business of the association.

7. To establish some type of headquarters which will house the business activities and a professional library; and if finances permit, to establish clubrooms or clubhouses.

8. To develop good fellowship by providing social and recreational activities for members.

9. To carry on an effective public relations program for the purpose of creating a friendly attitude toward the schools and acquainting the public with their needs.

10. To work with lay organizations in community activities.

11. To sponsor forum discussions on current problems and lecture and entertainment courses and thus contribute to the civic and cultural life of the community.

12. To arrange meetings at which candidates for public office may discuss their platforms.

13. To affiliate with the State Association, when provision is made for this relationship, and to urge membership in the State organization.

14. To cooperate with the State Association on legislation affecting the schools such as tax proposals, tenure, retirement.

15. To affiliate with the National Education Association, promote N. E. A. membership, and send delegates to the Representative Assembly.

State Associations

Duties and Responsibilities

1. To assume the leadership in the State in all educational matters.
2. To sponsor and promote legislation favorable to the schools.
3. To carry on fact-finding activities and furnish information to local units and members.
4. To serve as a coordinating agency for its local units and to provide field service for promoting the program of the association among these groups.
5. To study continuously the problems of local and State support of the public school system and to participate in tax revision proposals.
6. To carry on a well-planned public relations program.
7. To carry on membership campaigns.
8. To adopt a code of ethics and to make every effort to put it into practice.
9. To carry on a vigorous teacher welfare program.
10. To stand for adequate salary schedules based on professional training and length and efficiency of service.

11. To adopt a long-term plan of professional improvement such as higher standards of certification.

12. To establish a teachers placement service.

13. To encourage movements designed to improve instruction and the curriculum.

14. To hold an annual convention. Regional meetings have replaced the mass convention in some States. In others such meetings are held in addition to the statewide convention.

15. To publish a journal to be sent to all members to keep them informed on the association's program.

16. To establish permanent headquarters and to provide an adequate staff for carrying on the work.

17. To affiliate with the National Education Association and send delegates to the Representative Assembly.

National Education Association

Duties and Responsibilities

1. To set up broad general educational policies.
2. To work for maintenance and improvement of educational service.
3. To promote movements which will give stability and progressive character to educational undertakings.
4. To develop a comprehensive platform and continually work toward its realization in American education.
5. To adopt a code of ethics and make every effort to acquaint the membership with its provisions.
6. To work for the continued professional growth of those engaged in educational work.
7. To work within the profession for the welfare of teachers in such matters as tenure, retirement, adequate salaries.
8. To maintain such relations with the public as will secure economic welfare, social security and civil liberties for those who serve the public in carrying on education.
9. To carry on continuous study and research with respect to the process of education and the means of its improvement.
10. To serve as a fact-finding organization and to publish and disseminate these facts.
11. To be alert to recognize influences harmful to the schools.
12. To work with its affiliated groups and assist them with their activities by furnishing informational service.
13. To offer informational facilities to individual members.
14. To stand as the representative educational group of the country from the lay point-of-view and to justify this position by systematic contacts with lay groups and sponsorship of worthy movements.
15. To maintain permanent headquarters manned by a well-trained staff to carry out the association's policies and program as set up by its governing bodies.

CLASSROOM TEACHERS

C. T. A. CLASSROOM TEACHERS DEPARTMENT, BAY SECTION

Harriet Rose Lawyer, Berkeley, President

CCLASSROOM Department of the Bay Section played an important part in the activities of the National Department of Classroom Teachers of the National Education Association this summer at the Convention in San Francisco.

Many teachers contributed generously of their time to make our convention the success we feel it was. Many letters have come from various State Directors expressing appreciation for numerous evidences of our genuine hospitality.

The members of the California Teachers Association proved themselves gracious and competent and should know these expressions of appreciation continue to come to your Department headquarters.

Our National Classroom Department has been at work on plans for a new constitution for several years. A new constitution was presented and with a few minor changes, was adopted at our first business session this summer in San Francisco. There has long been a desire and need for a change in our national constitution. We feel the Department will be able to work more effectively under the new constitution.

In the past, we have had three regional directors, each serving a three year term before reaching the presidency. The three districts were eastern, central and western. Our new president, Miss Elphe Smith of Oregon, was our western regional director just prior to the summer election.

With the new constitution, we will have six regional directors—northeast, southwest, north central, south central, northwest, and southwest. California is in the southwest division with Colorado, Utah, New Mexico, Arizona, Nevada, and Hawaii.

We were fortunate in electing our candidate Wilbur W. Raisner for

southwest regional director. We regret that our region drew the short term of one year this first time due to starting under a new set up.

The National Classroom Department is sponsoring several projects. We see the need for all educational organizations to affiliate with the national association. Affiliated organizations are kept informed through N. E. A. research bulletins and copies of committee proceedings of all worthwhile movements in teacher welfare work and general progress in public education. Where legislation is needed, it is emphasized and material distributed that will aid in putting through needed laws.

Our Threefold Duty

N. E. A. National Classroom Department cannot function successfully for all the members of the profession without the support of that great body. That support can not be given unless we are members of our local, state and national organizations.

The strength of our national organization is built on the accumulation of many individual memberships. Group affiliation makes a stronger and more effective organization.

Harriet Rose Lawyer



ization because of mutual contributions to the cause of education.

Officers of the National Department of Classroom Teachers are working on the Future Teachers of America. The California Teachers Association is already doing an effective piece of work along this line.

The young people of our colleges are participating in our programs and becoming organization minded. This is one of the most important movements in this country today and is arousing widespread interest. To quote from the N. E. A. Journal:

"It is hoped that Future Teachers of America chapters will serve as practice schools to do for prospective teachers in their professional and civic relations during the next century what the training school has done in preparing them for their relationships with children during the past century. The movement differs from other student groups on two points: First, that it is an organic part of local, state, and national associations; and second, that it has a definite content of professional and civic outlook."

Our Southwestern Regional Director will call a conference of his district during the year. The time and place has not yet been decided upon but it was the opinion of the presidents of our six Sections of California, that this conference should be held in a state where help was needed to get the teachers better organized. New Mexico and Nevada have expressed a desire for a visit from the new Director so he will have made visits to neighboring states by November 1.

Since so many individuals are stamp-conscious these days, our Department thought some great pioneer educator should be honored. The Postmaster General has promised to have a Horace Mann stamp in the new series. Now our national department is urging interested teachers to write asking that the stamp be a 3-cent one so that more people will be conscious that the honor has been bestowed on one of our early educators.

Our national classroom department has grown until we need more secretarial help and our N. E. A. Board of Directors appropriated money for establishing the office of executive secretary. It will be the duty of our present executive board to see that that office is competently filled. It should mean more efficient work in our national Department of Classroom Teachers.

OUR national organization is continually trying to help local organizations to improve educational services; to raise the status of the teaching profession; to familiarize the future teachers, the teaching profession, and the public with the aims, purposes, and achievements of educational associations. We should all work for increased membership in local, State and national educational associations.

ART AT SCHOOL

THE PLACE OF ART IN PROGRESSIVE EDUCATION

Ruth Merry Outland,* Santa Barbara

CAN and does art play an integral part in the education of all of the children of all of the people in our democratic pattern of living?

In too many cases it has not. It has centered attention upon the few who have shown signs of being the art-producers of the future, just as music and physical education have exploited the 1% of the gifted at the expense of the 99% who will be the consumers and enjoyers of the art that the 1% produces.

Too often this is a result, at least in the art field, of the kind of teachers we have had—graduates of art schools, trained for professional art production and *not* for teaching—those who enter the teaching field in disappointment and as a last resort because they cannot find employment where they wish.

Such artists rarely have a knowledge of child-nature, rarely have a vision of education as the fostering and guidance of natural child growth, and rarely see the place of art in the life of *all* children.

It is only logical that (1) they would stress technics and skills far beyond what the average child needs for satisfaction and (2) that the emphasis would be on production rather than on appreciation, and (3) that they would be dissatisfied with the crudity of the average child's manner of self-expression. Happily, however, this is not the case in countless numbers of school systems.

The most logical way of presenting a unified picture of this other type of art would probably be to show its place in various outstanding phases of progressive education.

We must remember, too, that art education is something beyond a mere integration of itself within these phases, more than a mere addition of the sum of its parts. It is the growth of a "source of insight into the world,

for which there is and can be no substitute."¹

1. Reorganization of the curriculum with centers of child interest as the starting point; integration of various subject-matter fields.

This means for art that there will be no more outlines handed out from a supervisor's office, saying that color is to be studied in November, perspective in December or design in February. The factual subject-matter and skills in art technics will be taught as needed within a unit of work.

Art will have more meaning as the children see it in relationship to living, of which these units of activity are an example. Too often in the past, art teaching has taken to itself the "ivory tower attitude," has made art seem unnecessary and esoteric to the mass of mankind. Just this natural use of it in units of activity should do much to break down such a traditional attitude.

And let no one fear that art will be neglected in such a method of teaching. Rare is the unit, indeed, that will not have many possibilities for art. It has been the writer's experience that teachers have to be constrained more often in this manner of teaching from an emphasis on art at the expense of other worthwhile phases of the unit than otherwise.

It should be pointed out, too, that the predominant interest for a group is very often in the art field itself, rather than in social studies, etc., with art as a concomitant. When this is true, art experiences can become doubly rich, of course.

Even a superficial study of the lives of primitive peoples, such as our American Indians, the cave men of Central Europe or the natives of Central Africa, reveals how natural and basic interest in art has always been and what an integral part in race experience art has played.

2. The teacher as a guide rather than the dominant person in the classroom; increased freedom, informality and joy in learning.

For art this means that the teacher must know factual material, must be well skilled in technics and must have a vision of possibilities for art enrichment. She will then draw upon this background as her guidance is needed with individuals, with small

groups or with the group as a whole. Freedom for self-expression must be the keynote, but any common sense "progressive" knows, too, that

Reliance upon freedom and self-expression may, however, be carried to excess. To leave children entirely unguided and uninspired is an extreme of anarchy that defeats itself. Without external stimulus the play impulse may be insufficient to induce the overcoming of inertia and first difficulties, the forming of a taste for new activities. . . . Time may be needlessly wasted in not knowing how to start, or in searching for solutions without a clue, when a slight suggestion from the teacher would put the pupil on the right track. The golden mean is to give such hints and break up restrictive habits without positively directing specific actions.²

3. Learning by doing and experiencing; thinking in the face of problems; the importance of trips, experiences out of the classroom.

Art is often the "doing" through which experiences take on meaning. The writer has in mind seeing a group of 3rd grade children at an exhibition of very fine prints. They were thrilled with Monet's "Water Lilies," strangely enough for it is not a picture which one would ordinarily choose for children. The next day saw crayoned and painted water lilies all over that classroom and one couldn't help feeling that, because of these expressions, that experience had become a lasting part of them.

Factual materials in the social studies or reading fields take on meaning through sketching, construction or dramatization (in which art plays a large part). Many object that art becomes only a handmaiden when used in this way but one must remember that art takes to itself more meaning also when it is an expression of real interests and experiences, not the drawing of cubes, spheres and strawberry baskets.

The importance of trips, excursions, etc., cannot be stressed too much, as far as art is concerned. A walk to the park or in the fields or woods is the best place to appreciate color and design to its fullest extent: the rich chocolate brown of newly-turned, wet sod, the copper and emerald gleam of a rooster's tail, the unsurpassed decorative design in almost any leaf, flower, bud, insect or bird one sees, or the harmonious rhythmic repetition in Nature's immutable laws for the tides, the seasons and the sun, moon and stars.

There are few places that do not have within an accessible radius galleries, museums or places of traditional and present-day interest. These are especially helpful for the older students, who are very often stimulated to greater creative effort after they have seen how other artists have handled problems in expression, composition and technics, similar to the ones that are disturbing them.

Both the two- and three-dimensional art

* Formerly Art Director, State Teachers College, New Haven, Conn.

1. J. Dewey, A. Barnes, et al., *Art and Education*, Barnes Foundation Press, 1929, p. VI, preface.

2. J. Dewey, A. Barnes, et al., op. cit., pp. 221-222.

expressions offer opportunity for thinking in the face of problems. Thinking that has to become objectified in a working-sketch for a small model of a pioneer kitchen, or a new housing-plan for slum areas, or the making of transportation models from waste materials, takes on a sharpness and perception of outline that is not always achieved when it remains in the plane of thought, alone.

4. *Education of the whole child (social, mental, spiritual, physical, emotional); enriched experiences through more creative expression; respect and provision for individual differences.*

One builds an integrated self from babyhood by harmonious interaction with one's own group. To do this one should have satisfactory means of communication with that group. Traditional education has stressed the written and oral expression through words as such a means.

We know that there are many children, and adults, too, who can express themselves through art or music more completely than they ever will in words. Progressive education gives an opportunity to every child to learn many media of expression, leaving the final best choice to him.

One who elects art as such a medium is fortunate because at all times man has felt a peculiar respect for the artist in his group. One has only to observe the regard and popularity, tinged with a bit of awe, in which all children hold the child-artists in their classroom, to realize that this is so.

Such an opportunity for art expression has often saved a child who excels there, but not in reading or writing, from emotional and mental stress; this had often resulted in truancy or dropping out of school.

There is probably no other human activity which gives one such deep emotional satisfaction as a creative experience, be it in words, music, art or the dance. Such satisfaction plays a great part in mental equilibrium.

Progressive educators are rather generally agreed that the creative impulse is universal, though the success with which it may be objectified varies. And while there is probably no completely new expression possible in our time we must remember that "it does not matter if the same act has been performed millions of times by other peoples, but if it is new to that individual and if it is complete in the sense of being an integration of interdependent elements, it is creative."

One must distinguish, however, between creative expression as just a mere dashing off of pretty surface things and that expression which has an intellectual concomitant. In analyzing the psychology of the

creative act, Rugg has warned⁴ that it is the fourth step, "The long, grueling enterprise of the integrated creative process" that is the essential guarantee of creative growth and to which the new schools must direct attention. The lack of ability to do this in all walks of life is what marks the body of us off from the creative artist.

This article has stressed art for the 99%, but provision for individual differences means, too, that the talented will not be neglected. He should be imbued through inspirational teacher guidance toward the acquisition of more technics and factual knowledges than is perhaps desirable for the average child and be given opportunity for as much additional creative expression and gallery study as is possible, all pointing toward the professional career in art.

5. *The scientific study of pupil development.*

This should mean for art exactly what it does for reading or arithmetic. As more is known about child physiology and psychology our methods and objectives will change to fit the new knowledge. The art field, in comparison with those of reading, spelling and arithmetic, is practically an uncharted sea as far as scientific study is concerned.

Here, the art teacher needs the help of the psychologist for the very nature of her training makes her less temperamentally-inclined toward scientific study than one interested in arithmetic processes, for instance.

Art as evaluation, too, should be as worthy of the psychologist's attention as evaluation in art.

SOMEHOW, one always feels after analyzing art's place in education, that it has been insufficient, that there is something beyond. One might call it the Gestalt wholeness, a force which, if only given a chance to flower could change so many of our drab existences to ones richly-colored by deep, creative satisfactions.

Henry Van Dyke has summed up this feeling so simply and succinctly that it is worthy of repetition here. And old companion of his traveling days had said to him, "What shall we do, Henry, when our old legs give out?" and Van Dyke answered, "There's always Beauty, Frank."

Everyday Law, by Bliss and Rowe, a substantial, big book of nearly 700 pages, published by D. C. Heath and Company, is an orderly, coherent, unified presentation of those aspects of business law of greatest social and vocational value to high school students. An outstanding feature of the text is the skilful organization of content so as to develop a high degree of unity and continuity between parts, chapters, sub-divisions and paragraphs. There is abundant problem material for study and drill purposes.

* * *

Studying Children in School, published by McGraw-Hill Book Company in 1923, now appears improved and enlarged in its second edition. The authors, Edna W. Bailey, associate professor of education, University of California, Anita D. Laton, assistant professor of education, University of California, and Elizabeth L. Bishop, professor of psychology and director of research, Santa Barbara State College, are widely known for their scholarly studies in this field. This valuable monograph comprises 200 pages, quarto size, with many graphs and tables. The studies range from pre-school through secondary school.

* * *

Manual Arts Press, Peoria, Illinois, has brought out An Introduction to Decorative Woodwork for the use of schools, by Greenwood and Goodyear, beautifully-printed and profusely-illustrated. The principles of woodwork decoration are presented simply and definitely, worked out as a part of the craft itself. The discussions of standard types of decoration are carefully linked with the many sectional drawings and the full-view photographs. This book has an important place in all schools wherein woodwork is taught.

* * *

Reorganizing Secondary Education, by Thayer and others, for the Commission on Secondary School Curriculum, Progressive Education, is one of the epoch-making series by that group and published by Appleton-Century. It focuses attention on the educational needs of all classes of adolescents in contemporary American society; large octavo; 470 pages.

DUTY OF ALL TEACHERS

IT shall be the duty of all teachers to endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, and patriotism; to teach them to avoid idleness, profanity, and falsehood; and to instruct them in the principles of a free government, and to train them up to a true comprehension of the rights, duties, and dignity of American citizenship. —

California School Code Section 5.544

3. H. Ruggs, A. Shumaker, *The Child Centered School*, World Book Co., 1928, p. 145.

4. *Ibid.*, chap. 19.

AMERICAN EDUCATION WEEK — NOVEMBER 5-11

Central Coast News

Marjorie Dunlap, Head, Commercial Department, High School, Watsonville, Santa Cruz County

PLANS for Institute are advancing rapidly. Several additional fine speakers have been obtained for general sessions and group meetings.

The Arroyo Grande agricultural department, because of its proximity to California Polytechnic, has been chosen as one of its four cadet-training centers; H. Paul Winner is the new instructor in vocational agriculture. Also at Arroyo Grande are Joseph Rapose and Ruth Paulding. Miss Paulding has been teaching in Watsonville for the last 19 years; she replaces Myrtle Corsberg who was married in August.

The Monterey schools opened with an enrollment of 1780; one school had a 10% increase over last year's enrollment.

New teachers in Monterey include Evelyn Olden, Ramona Wentzel, Edith Schultze, Mary Branco, Grace Rigler, Irene Ford, Lucile Kirby, Marcia Trisbee, Wilmar Tognazzini, Cedric Jasper, Allison Hostetter, Richard Conniff, and Alys Hughes.

Washington School in Salinas has a new building for the home economics department, a new music room, manual-training rooms, and a new cafeteria which serves about 100 complete lunches a day. Ten needy students assist the full-time cook in the operation of the cafeteria. This school has changed its curriculum to allow 8th grade pupils to elect from among the special subjects those they like best; they are enthusiastic about the increased opportunities in science, shop, dramatics, music, art, and homemaking.

Students and faculty of Washington School, Salinas, planted a tree last May in honor of Jessie Mortensen, their former principal, who had passed away in February.

At Atascadero there are several new teachers, including George Miller, Betty Booth, and Ruth Dosier. R. H. Ewing, former shop teacher in the elementary school, is now a coach in the high school.

Principal James P. Davis is starting his 43rd year as principal and teacher in San Benito County High School. He is an authority on history and now enjoys a class for seniors in American History with an enrollment of 140 students. This class is maintained on the lecture plan and is among the largest high school classes registered in the State this year.

California high schools, members of California Interscholastic Federation, are rapidly joining the C. I. F. Athletic Protection Fund. This fund has been set up by the

C. I. F. for the protection of boys on the athletic teams against major injuries. The boys pay a nominal fee which is put into a fund to pay doctor bills. The necessary overhead is met by dues from the student bodies. A. B. Ingham, Pacific Grove, is executive secretary of this organization. He states that he has already received notice of several injuries to football players who were covered under the plan early in the season.

In Watsonville the Student Body, with the generous cooperation of the doctors, has undertaken a plan of self-insurance for injured athletes; \$300 a year will be set aside in this fund to pay for doctors and hospitalization of athletes injured while playing. The doctors have promised that if more than this is spent in one year, they will give their services free; if less is spent, the money will accumulate to increase the fund in the future.

Carmel Adult School

The new Carmel Unified School District is sponsoring an Adult School for the first time this year with an opening enrollment of 325; J. W. Getsinger is in charge. Courses are offered in citizenship, child growth and development, clothing, gardening, typing, French, first aid, physical education, graphic arts, dramatics, cultural conversation, radio, hobbies in wood, copper, and pottery, sculpture, block printing and bookbinding photography, singing, parliamentary practice, and literature. The Carmel Forum, which has presented many outstanding speakers in the past, will be continued as part of the adult school.

Custodians of Santa Cruz city schools are organized as a chapter of California School Employees Association. Last winter, members voluntarily took a maintenance course at the adult evening school. This fall the members are uniformed. Social gatherings are held frequently.

During the summer a 7-room building at Santa Cruz High School was equipped with semi-direct silver-ray lighting fixtures, and the rooms were repainted to comply with the recommendations of the Better Lighting Bureau. The lower two-thirds of the rooms are painted blue; the upper one-third a lighter blue, and the ceilings white. If these changes prove as satisfactory as is expected, the other buildings will be so equipped.

Mountain View Ranch was the place chosen for the reception given by the Santa Cruz City Teachers Association to its new members. The occasion was presided over by Marguerita Mattei who acted as teacher and required her charges to recite poems, wear dunce caps, and write on the board. Dancing followed the dinner and program.

Watsonville High School faculty entertained its new members at a barbecue in

the Santa Cruz Mountains. "Information Please" provided an opportunity for the new teachers to show their education. Elementary teachers in Watsonville held a dinner and party in honor of their new teachers.

* * *

New Gregg Official

Dr. Tarkington Joins Gregg Staff

ROBERT N. Tarkington has resigned as director, division of commerce, Hofstra College of New York University, Hempstead, New York, to join the staff of Gregg Publishing Company as representative for the states of South Carolina, Georgia, and Florida.

Dr. Tarkington graduated from Northeastern State Teachers College, Tahlequah, Oklahoma, with the degree of A.B. and from Oklahoma Agricultural and Mechanical College, Stillwater, with the degree of M.S. He took his doctorate in education at New York University and is a member of Pi Omega Pi, Delta Pi Epsilon, and Phi Delta Kappa.

Dr. Tarkington's broad experience as a classroom teacher and head of the department of commerce in several high schools and teachers colleges qualifies him eminently for his new duties.

* * *

Congratulations, Alturas

DOROTHY V. GLOSTER, teacher, Elementary School, Alturas, Modoc County, has reported the interesting and successful celebration there of the completion of the new High School, a beautiful, commodious \$147,000 PWA project, dedicated to loyalty, cooperation, progress and to the ideals of the United States by Mrs. Lelah Faulkner, President, Alturas Parlor, Native Daughters of the Golden West. Cooperating with the Native Daughters was the local Post, American Legion, which led the flag-raising ceremony.

The dedicatory exercises included a fine parade, a splendid musical program and a series of noteworthy speakers. At the conclusion of the program, teachers and students acted as guides in escorting the people through the building.

A home-coming banquet was served that evening in the social hall of the school and was largely attended.

Congratulations to the people of Alturas and of Modoc County upon this typically American enterprise,—a fine high school for all the children of all the people.

MUSIC LESSON

Eleanor Hays Jones, Teacher, Third Grade, Le Conte School, Berkeley

THIS little music lesson (3d grade), in response to an invitation from the P. T. A. to give a short demonstration of some phase of actual classroom activity, was presented at one of their meetings.

Stage: The stage in the school auditorium.

Furnishings: A large movable blackboard and pointer. (The study song, *Naming the Trees* (Music Hour Book 2, State Series, page 91) was chosen, and written on the staff. Piano nearby.

Cast: All the pupils in the class, with one acting as leader, or teacher. This teacher was supposed to be rather erratic. After the pupils take their places on the stage, the teacher walks in, in a very dignified manner bows to the audience, and then with his baton raps for attention, then proceeds:

T.—Before we attempt to sing today, I wish to be sure that you understand some of the technical parts of music. (Walks over to the blackboard and points.) In the first place, I see that the music is written on lines and spaces. What are these lines and spaces called?

P.—A staff.

T.—(Runs his hand through his hair, stamps his foot and says): I do insist on you pronouncing that word correctly. It is a staff, not staff. Will the class repeat that word S T A F F.

P.—(Class says.) Staff.

T.—Ahem, that is better. Now remember! Since you know how to pronounce the word Staff, will someone tell me of what the staff is composed.

P.—The staff is composed of five lines and four spaces.

T.—Correct.

P.—I know a sentence that will help us remember the names of the lines.

T.—Very well. What is it?

P.—Every good boy does fine.

T.—Good. Will you illustrate?

P.—(Goes to the board. Takes the pointer and, pointing to the lines, repeats, e, g, b, d, f.

T.—What about the spaces?

P.—There are four spaces (Goes to the board, and pointing to the spaces, spells the word F A C E.)

P.—I see there on the staff something which resembles an S turned backward.

T.—Yes, that is the treble clef signature. Will someone explain that?

P.—That is the part of music that carries the melody. On the piano it is played with the right hand.

T.—What do those numbers, the two and the four mean?

P.—(Another pupil volunteers.) I should like to explain that. (Takes pointer, goes to the board and points to the numbers on the staff.) The four means the value of the notes, and the two the number in the measure. In this case we have two-four measures, meaning that there are two beats to the measure and each quarter-note gets one count.

The single bar shows the end of the measure, and the double bar the end of the piece. In the fourth measure we have a half-note. It of course gets two counts, or in music we often say two beats.

T.—Good. You have made that very clear, I hope. Suppose we beat time to this song, *Naming the Trees*, which has two-four measures. (Pupils beat time with their teacher, two to each measure, accenting slightly the first beat or count.) Now we shall beat time to the three-four measures. (Class follows.) Now the four-four. (Class follows or beats in unison.)

P.—What are those little b's?

T.—(Laughs.) Those little b's are called flats. They tell us in what key our music is

written. Will someone please tell us about flats?

P.—Flats lower the tone a half-step. There are three flats in this song. In order to find the key I shall count down four from the last flat on the right. (Counts.) A, C, F, E. As my fourth count is on the first line, or the letter E, which in this case is E flat, this song is said to be written in the key of E flat. Then do starts on E flat.

T.—Very good. We shall now sing the scale in the key of E flat. (Looks at the classroom teacher seated at the piano.) Please give us the pitch. (Waits for the tone. He leads the class in singing the scale.) Now we shall sing the tonic chord. (Same procedure is followed in singing Rhythmic Scale No. 1, and Old Chord Drill.)

Now we are ready for our song. We shall sing the syllables first. (Pupil points to the syllables as the class sings with her.) (The piano accompanies the class. Then the entire class sings the song, as directed by their leader. After this a number of songs are sung.)

* * *

Silver Burdett Company has brought out the authorized school editions of Metropolitan Opera Guild plays. Most recent volume in this beautifully-illustrated series is Wagner's "The Rhinegold."



EXPERIENCES IN PHYSICS

Williard

An extraordinary new book for high-school students who find the traditional physics courses

too abstract. Reversing the usual procedure, it deals with everyday matters and leads the student, through direct observation and experimentation, to *work out for himself* the physical principles underlying them. Each principle is revealed in a variety of situations through several brief "Experiences" or self-explanatory experiments. The book is organized in units, with a wealth of study helps in every chapter. It is profusely illustrated with drawings, diagrams, and photographs made especially for it. \$1.92, subject to discount.

GINN AND COMPANY

45 Second St., San Francisco

School Trustees Meet

CALIFORNIA School Trustees Association held its ninth annual convention, September 28-29, Hotel Leamington, Oakland. G. Levin Aynesworth, Fresno, president, and Mrs. I. E. Porter, Bakersfield, executive secretary, together with the other officers, merit heartiest congratulations upon this successful and pleasurable meeting.

Deputy Superintendent Sam H. Cohn, speaking for State Superintendent Dexter, addressed the opening assembly. He was followed by Elsie Jensen who spoke on State Agency services available for school districts. The educational address of the day was made by Dr. Alexander C. Roberts, president, San Francisco State College, who discussed supply and demand of teachers.

The luncheon-meeting was addressed by Mrs. E. K. Strong, California Congress of Parents and Teachers, Mrs. Vesta Muehleisen, Golden Gate International Exposition, and Roy W. Cloud, California Teachers Association.

The afternoon program presented various timely topics and round table discussions. The report of Trustee Franklin Robinson, Long Beach, chairman of the Legislative Committee, dealt with the fine cooperative relationship of California School Trustees Association and California Teachers Association during the recent session of the Legislature.

C. E. Persson of Turlock was toastmaster at the annual dinner which was followed by a dramatic skit by Berkeley High School Drama Students, Mrs. Florence Schwimley, Director and clever impersonations by a group of San Jose College students.

A full convention program marked the Friday session with representative speakers from many parts of California.

Saturday, the day following the convention, was School Trustees Day at Treasure Island and was largely attended. Trustees and their guests assembled at the hotel and enjoyed a tour through University of California campus, scenic Berkeley and Oakland, and thence to Treasure Island.

At the closing session a resolution requesting all school people to vote and work against the 30-Thursday amendment was adopted.

President Ayensworth of Fresno, and Vice-President George Wells of Santa Ana, made their farewell addresses, both as officers and as trustees, neither one having stood for reelection in their respective districts.

Officers for the ensuing year are: President, Dr. C. W. Pierce, Los Angeles; vice-president, C. E. Persson, Turlock; second vice-president, A. W. Lyons, Fresno; executive secretary, Mrs. Florence C. Porter, Bakersfield. The 1940 convention will be held in San Diego.

Language in the Elementary School: Composition, Spelling, and Writing, by Dr. Paul McKee of Colorado, was first published, 1934, in Riverside Textbooks in Education Series, Houghton Mifflin Company, and now appears in an excellent revised and expanded edition of over 500 pages. Dr. McKee has brought together, for students, recent researches in convenient and interpreted form.

* * *

Administration of Secondary School Attendance, by Walter E. Morgan, assistant superintendent of public instruction and chief, division of research and statistics, is a 25-page mimeographed bulletin of great practical importance in all California secondary schools. A revision and expansion of his previous bulletin on this topic, issued in 1937, it includes a summary of 1939 legislation relating to secondary school attendance.

* * *

Red Cross Roll Call

November 11-30

AMERICA in recent years has looked increasingly to its colleges and universities for leaders in all walks of life. Not the least of the organizations which rely heavily on the nation's educational institutions for that quality of leadership essential to success is the American Red Cross.

Today there are more than 3,700 Red Cross chapters throughout the country. They aid the suffering in disaster; they assist service men, civilians, veterans and their families who find themselves in sudden distress and need; they help the blind, the maimed, the ill to overcome, in some measure, their handicaps.

During this year's Roll Call, November 11-30, the Red Cross is planning to enlist at least 1,000,000 new members, many of them from America's colleges and universities. It needs this increased membership for two primary reasons: The normal peacetime program must continue without let-up; humanitarian needs that arise as a result of war in Europe must be met to the best ability of the Red Cross.

During the coming months chapters from coast to coast will afford occasion for volunteer service. Great numbers of surgical dressings and hospital garments will be needed. Clothing for women and children evacuated from the war zones will be required. The Red Cross motor corps will want recruits to aid in collecting and transporting supplies. Many other opportunities for service to humanity will arise, all of them having a definite appeal to the college student. Participation in this work will be more than welcome.

Academic Freedom

COMMITTEE on Academic Freedom of the NEA has completed a study of public opinion on freedom of expression in the classroom.

A majority of the public believe that a teacher's right to discuss controversial issues should be limited only by the dictates of good taste and sound scholarship.

Almost the same majority, 60%, believe that there is not at the present time a sufficient lack of such freedom of teaching in public education to make it advisable for state and national teachers organizations to campaign for it.

Most teachers participating in the study agreed with the first conclusion, disagreed with the second one.

Teachers and public, generally, placed at the top of dangerous subjects to talk about in school—religion, sex, politics and economics. The farther away a political situation is, the more freedom the teacher has to discuss it, the survey disclosed.

Only 7% of the respondents to the inquiry felt that international politics is in the danger zone for discussion; 14% felt that a teacher takes a risk in introducing consideration of national political affairs; while 22% believed that a discussion of local politics is most likely to get teachers in hot water.

* * *

Scott, Foresman and Company have published *Growth in Reading Series* by Pooley and Walcott; Book 2, 640 pages, large format, with many illustrations, is for the eighth grade. It provides graded, annotated reading-lists and well-planned class activities to stimulate interest.

* * *

New Holt Books

HENRY Holt and Company, publishers, have issued numerous excellent new school texts, among which may be listed the following,—

1. *Applied Chemistry*, by Wilson and Mullins, an up-to-date text for high schools.
2. *Let's Read*, Volume II, *Growing Up in Reading*. This is one of the series by Holland Roberts of Stanford University, Rand, Murphy and Appy, for upper grades and junior high school.
3. *Word Wealth*, by Miller, a practical plan for teaching vocabulary.
4. *Modern Verse*, revised, Book I, by Forbes and Smith, a poetry book on the secondary level.
5. *Modern Physics*, revised, by Charles E. Dull, a large-format, modern-style text of 600 pages, profusely illustrated. The first edition, issued in 1934, attained wide popularity.

N. R. Feasley is Pacific Coast manager for Holt, 149 New Montgomery Street, San Francisco.

That Day in September

An unofficial record of September 3, 1939, as observed in a mountain retreat

Dee Kirk, A Bakersfield Teacher

MORNING mist over California mountains.

Early bird calls from the canyon corridor.
Then . . . Radio Commentator breaks the brooding quiet . . .

"England at War with Hitlerism!"

Warm sunshine continues to spread over valley's floor.

Sea breezes waken silent sumac bushes.

Still another clarion radio call—

"France follows England . . . troops move to aid of Poland!"

Yellow butterfly hovers over purple petunias.

Red geraniums lean affectionately against rock wall.

King George radios brief portentous message to the world.

A lizard crawls swiftly across the grass
And lifts a quizzical head to listen.

Berlin commentator tells of the same beautiful September day.

The same warm sun shines on German gardens.

But, in them . . . within sound of marching warriors' feet—
Their women dig protecting cellars.

Here, the encircling mountain peaks stand on silent guard.

The Lone Pine on the highest crest keeps constant vigil.

How can the world over there
Be shaken with fear . . . grief . . . haunting anxiety,

When all around us seems so serene and secure?

The warm September day is slipping by
When radio interrupts . . .

"Torpedoed Athenia! . . . life boats . . .
American students . . ."

Hellish horror over the Atlantic.
Over the Pacific, the sunset's warm glow
Reflects the peace of the mountains.

Night falls
On a world's fateful day . . .
And leaves to history
An ominous mosaic of lights and lurid shadows.

Contrasts . . .
Such terrorizing contrasts!
Why?
Merely a geographic accident . . . that's all!

For us there could be
Blackouts and night raids . . .

Instead of the low note of the mourning dove
Floating up from the canyon corridor.

* * *

The third and final book in the Scott, Foresman Basic Studies in Science Program for the junior high school is entitled *Science Problems, Book 3*, by Beauchamp, Mayfield and West. Like the preceding books, it uses large print on large pages, many understandable teaching pictures, and an informal language style—all of which aids the clear focus on basic science principles which are involved in the understanding of large environmental questions.

With the publication of Book 3, it is evident that the *Science Problems* series is well-integrated from book to book, as well as from unit to unit.

* * *

The Public Secondary School, a critical analysis of secondary education in the United States, by Herbert G. Espy, professor of education, Western Reserve University, is one of the famous Riverside Textbooks in Education, published by Houghton, Mifflin Company. Dr. Ellwood P. Cubberley, Dean Emeritus, School of Education, Stanford University, is editor of this distinguished series. Professor Espy's volume is significant and is worthy of careful reading by California secondary-school people.



DONALD DUCK AND HIS FRIENDS
Told by JEAN AYER

MICKEY NEVER FAILS
Told by ROBIN PALMER

LITTLE PIG'S PICNIC, and Other Stories
Told by MARGARET WISE BROWN

SCHOOL DAYS IN DISNEYVILLE
Told by CAROLINE D. EMERSON

Reading for Fun--

is the right of every child. Your children will revel in these new and amusing adventures of their beloved Disney characters.

WALT DISNEY STORY BOOKS

Walt Disney's familiar characters in new and delightful stories, written by well known authors of children's books, especially for school use. The vocabularies are checked with standard word lists. The careful editing has adapted them to meet the highest teaching standards.

The charming illustrations in full color have been made especially for these books by The Walt Disney Studio.

D. C. HEATH AND COMPANY

San Francisco, California

William H. Langdon

He Loved People

Sam H. Cohn, Sacramento

THIS is not an evaluation of Will Langdon and his works. That would require a keener mind and a defter pen than mine. Let it be, rather, the simple tale of an enduring friendship.

Fifty years ago a homesick lad stood at the top of the stairs leading to the entrance of the old Normal School at San Jose. Full of that arch-depressant, self-sympathy, he gave little heed to the beauty and peace which surrounded him. The spirit of adventure with which he left home for the first time alone had been chilled by the lack of friendly advance by those whom he met. In the midst of sunshine he found himself in a cold world.

A Cheery Hello

Out of this introspective condition he was aroused to an appreciation of his surroundings by a cheery, "Hello!" It came from a red-headed, freckled-faced, raw-boned boy, obviously just off the farm, whose "best" suit had failed to keep pace with his growth. He was accompanied by his mother, whose kindly smile was the evident reflection of a kinder heart.

At once the lad noticed the blue of the sky, the warmth of the autumn sun, the chirping of the sparrows, the beauty of his surroundings. Gone was the loneliness. Life was sweet. Adventure beckoned.

In this informal greeting the lad met William H. Langdon. Thus early in life—he was not yet sixteen—was displayed one of his marked characteristics, a love of people.

Shortly after Will entered the Normal School, his family moved to San Francisco. This had a marked influence on his subsequent career. Before his 19th birthday he was graduated from San Jose and had been elected vice-principal of San Leandro elementary school. After a year or two he was elected principal of a Fresno elementary school.

A vacancy in the principalship of the San Leandro school recalled him before he had completed his first year. Then began one of the most strenuous periods in his active career. He arose early, often at four, to devote several hours to the study of the law; next a busy day at the San Leandro school, followed by a trip to San Francisco where he taught night school and the return to San Leandro for several hours of study of the law.

His love of people, together with his interest in government, soon led him into the political field. His nomination and election to the office of superintendent of

schools of San Francisco is, as Kipling says, another story. During the short time he filled that office he raised the professional standard of teaching.

Before he had completed his term, he was elected District Attorney. Early in his occupancy of this office came the graft prosecution. A man of smaller caliber would have sought self-aggrandizement. Not so with him. He called to his aid the strongest men he could find. As a result San Francisco's Augean stables were cleansed. The city he loved had a rebirth both physically and politically.

Having completed his task, Langdon retired from the political field to take up his residence in Modesto. Here he devoted his talents to banking and farming on a large scale. But in a short time he was recalled to the service of the people by an appointment to the Superior Court of Stanislaus County by Governor Hiram Johnson. Later he was elevated to the District Court of Appeals.

This was followed by elevation to the Supreme bench. Here he found opportunity for the display of those rare qualities of judgment, logic and social justice which distinguish the jurist from the advocate. In the opinion which he wrote in *Grigsby vs. King* he clearly established the right of teachers to tenure. Teachers in California as well as elsewhere owe much to him for his clear exposition of their status as public servants.

Nothing Else So Dear

One day the lad, grown older and much less cocksure, sat in Judge Langdon's chambers. They discussed "cabbages and kings" and various other matters. The lad asked, "Bill, how do you like sitting here day after day mulling over briefs?" Without hesitation came the answer, "I like the stimulation which comes from carefully-reasoned points of law, but I miss seeing people. I've lost the common touch which means so much to me. Nothing is so dear to me as people."

HE is gone from his accustomed place, but in the hearts of thousands of Californians is enshrined the memory of a genial wit, a ready smile, a noble spirit, a true American who above all else loved people.

* * *

John C. Winston Company has issued a splendid 3-book science text for the junior high school grades, entitled *Interpreting Science*, by Franklin B. Carroll, head, department of science, Frankford High School, Philadelphia. Book 1, *Understanding Our Environment*; Book 2, *Understanding Our World*; and Book 3, *Understanding the Universe*, are all thoroughly modern both from a scientific and a pedagogic viewpoint.

The *Naturalist's Directory*, containing names, addresses and special subjects-of-study, of professional and amateur naturalists of North and South America, now appears in its 32nd edition, 1940; published by Herman E. Cassino, Salem, Massachusetts. Science teachers throughout California will be interested in the fine new edition of this standard reference work.

* * *

"Are There Any Questions?"

This information service on education is brought to you by special arrangement with Teachers College, Columbia University, New York City. Questions on education may be submitted through this magazine.

QUESTION: What are activity programs in schools?

REPLY: Activity programs are a development in modern education in which the child learns by doing things that conform to his own interests and natural capacities under the direction and guidance of the teacher.

In such programs the child sets out to solve a problem, to make something, to carry out a research, to help his fellows organize something—in short, to do something with a purpose of his own, usually working together with a group of his fellows.

"By these various activities," says Dr. Lester Dix, principal, Lincoln School, Teachers College, Columbia University, "he learns the traditional things that are useful to him and at the same time learns many other necessary things which the old type of school neglected."

"Educational research has found that children learn and develop best by doing, that they need first-hand experience with all phases of their environment, that the learning of children has a logic of its own which does not fall into the traditional school subject-patterns, that a school activity which does not conform reasonably well to the child's natural way of growth induces emotional difficulties which may prevent many learnings, or distort his whole attitude towards the world. Activity programs recognize these things; they make children interested in learning and eager to extend their knowledge."

"Activity programs may deal with many areas of experience," Dr. Dix says, "with materials such as wood or metals, with objects in the natural environment, with art media such as paints or plastic materials, with social activities such as organizing parties or other class activities, with books, newspapers, things that people need—food, shelter, clothing, etc."

"The nearer such school activities represent all the activities which people carry on in the community outside the school, the better the child's education."

Beginnings at Chico

Origins of Chico State College

J. D. Sweeney, Red Bluff

THIS fall notes the celebration of a half-century of service by the State College (formerly State Normal) at Chico.

On March 9, 1887, the bill was approved "to establish a Branch State Normal School in Northern California." A portion of the bill reads, "The Trustees of the State Normal School are hereby appointed and created Trustees of said Northern Branch Normal School, with full power to select a site for a permanent location of said Northern Branch Normal School in some county north of Marysville." This location was to be made within 30 days after the date of approval. The sum of \$50,000 was appropriated out of the general fund of the State for the building of said normal school.

Much opposition had developed during the consideration of the bill in the legislature. Opponents said that there was no need of any such branch. Others held that if such a branch were to be established it should be located in some more central point and not out in such an isolated place as called for. One of the most ardent supporters of the bill was Assemblyman Dr. W. P. Mathews, of Tehama County. As soon as the bill was signed by Governor Bartlett, many localities became candidates for the honor. Oroville, Gridley, and Willows, all would have been glad to receive the new school, but the chief contenders at once became Redding, Red Bluff and Chico.

Twenty days after signing the bill, Governor Bartlett, accompanied by prominent schoolmen, arrived in Red Bluff to inspect such sites as might be offered. The city gave them a royal reception, bands played, they were serenaded at the hotel and a bevy of the prettiest young ladies in the county showered the Governor with beautiful flowers and tender kisses. Several places were visited and a meeting held at which Dr. Mathews made a speech giving the history of the bill and generally understood intent that Red Bluff was to have the school. John Boggs, also of the State Legislature also spoke, as did Judge Archer who made an ardent speech in favor of Red Bluff. Among others who spoke were General N. P. Chipman of Red Bluff and C. H. Allen, then head of the State Normal at San Jose. The location of Red Bluff seemed quite settled.

The committee felt, however, that out of courtesy, they should visit other places, so they went on to Chico. At this time, John Bidwell, Father of Chico, and its foremost citizen, was visiting in the East. He wired his Chico manager, offering the beautiful site along the creek which runs by his palatial old home and further agreeing to sub-

scribe a substantial sum provided that the city contribute a generous bonus to supplement the appropriation by the State.

As far as known, Red Bluff had made no such alluring offer. On a vote being taken by the committee, Chico received three votes, Red Bluff two votes, and Redding one vote. A second vote gave Chico and Red Bluff each three votes. The final vote gave Chico the prize. Later a change was made in the board of trustees, giving Chico its own board,—General J. W. B. Montgomery, General John Bidwell, L. H. McIntosh, A. H. Crew, and F. C. Lusk. Under this board the actual organization of the school took place.

Two important new workbooks are: *Workbook on America's Old World Background*, issued by Iroquois Publishing Company; 2. *Directed Studies and Tests in Economics*, published by Ginn and Company.

* * *

Mathematics in Action, Books 1 and 2, by Hart and Jahn, are accompanied by *Heath Workbook in General Mathematics*, Books 1 and 2, each of 144 pages comprising 72 lessons of 2 pages each. The material is abundant and easy. In each lesson the fundamentals of arithmetic are reviewed. Publishers of these series are D. C. Heath and Company, Boston.

NEW GREGG BOOKS

Published in 1939

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Brief-Form Drills, by Bisbee. An all-shorthand reader and dictation book. Presents many repetitions of all brief forms. Correlated with the Gregg Manual. List Price, 48c

Twenty Shortcuts to Shorthand Speed, by Blanchard. Covers in an informal, practical way twenty fundamental procedures that should be observed in teaching writing speed up to 120 words a minute. For shorthand teachers. List Price, \$1.00

Transcription Error Charts, by Abrams. A pad of transcription rules and error analysis charts. Calls for grading activity by students in applying a scientific method to transcription improvement. List Price, 60c

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General Record Keeping, by Dalrymple and Heiges. For one year of personal-use bookkeeping. Contains much functional arithmetic. Easy project approach and simple treatment throughout. A nontechnical training in bookkeeping principles and practice. List Price, \$1.20

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One Hundred Exercises in Bookkeeping and Accounting, by Lenert and McNamara. One hundred exercises overflowing with opportunity to make application of bookkeeping principles to new material. Full instructions with each exercise. List Price, 36c

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Rhythmic Typewriting Drills, by Reed. A supplementary text that injects assured, correct rhythm into the student's typing training. Suitable for beginning or advanced typists. List Price, 48c

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Teach Your Fingers to Spell, by Craig and Leslie. A new way to teach spelling—by means of the typewriter. The student types a list of selected words and then paragraph material that uses these words. The fingers retain spelling memory. List Price, 52c

THE GREGG PUBLISHING COMPANY

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(Continued from Page 16)

depot, schools, theatres, foundry, hospital, creamery, bakery, barber shops, beauty shops, garages, filling stations, churches, library.

3. Trees and flowers.
4. Parks.
5. Play grounds.
6. Animals.
7. Swimming pool.
8. Junk-yards.
9. Hill's, valleys, rivers.
10. Zoo.
11. Orange groves.
12. Wind-mills.
13. Community orchestra.

We had our own community band in the form of a Rhythm Band — All played in it. Little ones had rhythm sticks, and the bigger ones played cas-

tanets, xylophone, tambourine, drum, tone-block, s a n d - b l o c k s, triangle, gourds, cymbals, etc., and they enjoyed it. And most of these could be found in the finished orchestra.

Then we decided what we would need to make all these things. After they had made their list I saw to it they had the necessary materials. Often children are expected to make things without being provided with materials with which they can make them.

1. Tools,—Saws, hammers, brace and bits, files.

2. Wood.
3. Pipe-cleaners.
4. Peanuts.
5. Nails.
6. Beads.
7. Paints and brushes.

And they all went to work with a will! Tiny Town became so real to them that they lived it.

OF course this called for many trips. Our short trips we took on school days and the long trips we planned for Saturdays and during Easter Vacation. By the time we got well started, the whole community was so interested, that there was never a day when some of the parents or others weren't at school to see how much we had done the day before. Of course I had no trouble getting all the transportation I needed for the trips. (We had to depend on private cars, for we had no school bus.) And, in arranging the trips I found everyone so anxious to help and give all the time and information possible to the children—and many places like the Planetarium and the Southwest Museum have specially-trained people to talk to children.

Before going on a field trip we talked things over and every child was aware of things to look for, questions he might ask, etc., and they always came back with much more information than I had ever hoped for.

To show you how the trips fitted in, I will first tell you about what we had in Tiny Town then explain the trips we took and why.

In Tiny Town we had a park, with trees, flowers, lawn, the orchestra (which I have described at length), the play-ground, the zoo and the Story Book Statues. In connection with this we had two trips, one to Ganesha Park in Pomona to find out about the orchestra shell, and a trip to the Zoo, Alligator Farm, and Ostrich Farm—for which we took a whole day during Easter Vacation.

It was on this trip they picked up the extra idea of the statues. They saw statues in the parks we passed, so of course Tiny Town Park had to have statues too. These were carved from Ivory soap and stood on

pedestals. They were story book statues. There was Snow White and the Seven Dwarfs, Peter Rabbit, Ferdinand, Frisky Squirrel, the Three Little Pigs, the Trojan War Horse, Little Black Sambo and others.

A Frieze in back of the statues furnished the proper setting. Ferdinand sat under his favorite cork tree just smelling the flowers. Snow White and the Seven Dwarfs were standing before a lovely cottage in the woods. Peter Rabbit could almost go into his tree house. The Trojan War Horse was just ready to enter the walls of Troy and so on.

Main Intersection

In the town proper we had a main intersection, lined on all four sides with stores. The streets were properly lined down the center (yellow on black pavement for better visibility in fog.) The former was a through street so Main Street was a boulevard stop. There were pedestrian zones marked with thumb tacks to look like buttons.

There were sidewalks and curbs and the streets marked on one side for angle parking and on the other side for parallel parking. For a field trip for down town information, we went to town and looked around together, then to the fire station, post office, police station, and library for special information and talks.

Instead of building all the houses for the people who would shop in the town they made a frieze running around the wall in back of the town and painted the homes in the picture and called it Tiny Town Heights. The roads in town ran right into the road in the frieze, so you had to look twice to see which was on the floor and which was on the wall.

Of course such a city needed plenty of milk, so the dairy was made to supply the milk. We visited a dairy where the milking was done by hand and another where machines were used and saw the whole process until the milk was in the big cans. Then we went to a creamery and saw what happened to the milk after it reached there. They saw milk tested for butter-fat, and were shown that Jersey cows give richer milk, but since most of them had Holsteins, Tiny Town Dairy had Holsteins, too.

Many eggs were needed in Tiny Town so after visits to two chicken ranches and learning that White Leghorns are the best egg producers, one was made. The White Leghorn Chicken Ranch fulfilled this great need. The children will tell you that the tiny cases hold 30 dozen eggs.

WE went to Los Angeles to the Union Station one day when there were 600,000 others there, when they were having the opening and giving the grand pageant The Romance of the Rails. The music, the costumes, the people, and the trains of the

(Please turn to Page 38)

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who are to teach, this
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GIRLS LEAGUES

ADMINISTRATION OF GIRLS LEAGUES—AN OUTLINE OF BACKGROUNDS, OBJECTIVES, ORGANIZATION, AND ACTIVITIES

Mildred Fox Hanson, Teacher, Roosevelt Senior High School, Los Angeles

IN THE world of today schools are having more and more demands made upon them to provide worth while experiences for pupils—experiences that do not so much point to future achievement and needs as to those of the present.

Education aims to create a situation in the school plant that will give young citizens every opportunity for self-expression and active participation in as many significant activities as possible.

Perhaps the biggest of these activities is the Girls League Federation of Southern California and Southern Arizona, comprised of girls student bodies of senior high schools.

However, the movement has shown its greatest impetus in the immediate vicinity of Los Angeles. Back in the days when one heard very little about extra-curricular activities and certainly nothing about girls extra-curricular activities, Manual Arts High School in 1911 sponsored the first Girls League in Los Angeles City. During the next year Pasadena High School formed a group also.

In 1913 Long Beach High School started its organization; but it was not until 1915 that the Long Beach League invited the three original schools and others that had since organized Girls Leagues to send representatives to a convention to be held at the beach city with the idea of organizing a Federation of Girls Leagues of Southern California.

A constitution had been drawn up and was presented and adopted at that time. Two delegates and a sponsor were to attend the conventions held once a semester.

Different schools in turn would act as hostesses, planning for the serious business of the meetings and furnishing suitable programs of entertainments for their visitors, such as picnics, track meets, dinners, dramas, and the like. With the exception of the

period during the World War when League activities were necessarily suspended, the Federation has been growing steadily, until in the fall of 1938 some 300 delegates attended the convention held in Phoenix, Arizona.

The main objectives of the Federation, and of course of the groups within it, as

stated by the League Constitution, "shall be to further the spirit of good fellowship and democracy, and to encourage among the leagues such activities as will further the interests of the Federation of Girls Leagues."

More specifically the individual Leagues aim to develop a spirit of service, promote friendship among girls, train for leadership and fellowship, and teach girls social graces and refinement of dress and manner. The fulfillment of these objectives is partially accomplished through programs of activities set up by the girls organizations in each of many high schools—activities which assume philanthropic, cultural, and social significance, and may be classified on the basis of pupil participation as passive and active.

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Passive and Active Participation

While passive participation includes attendance of all girls at assemblies and permits limited social opportunities under the caption of dances and parties, schools offer as well worth while chances for more participating activities.

Expression may find many lines of endeavor. It may start as a guidance room or class representative to the League Cabinet; it may mean service in the capacity of a committeeman, or as an officer. It may be some volunteered service for which one gets no particular commendation. It may be in the form of some program contribution, starting perhaps with a line or two in a skit, or a song in the glee club for a "show."

Even the smallest contribution that takes girls out of the passive, audience situation is a beginning of active participation and of ultimate giving of service for the good of all; and incidentally, it has value because it stimulates a certain satisfaction in one's self—a satisfaction that brings a desire for further activity and service.

General Plan of Representation

Those schools having homeroom or core-class representation probably have an organization which reaches a larger number of the girls' student body than a less democratic plan. The ideal is that the representatives who have been elected by the group will attend frequent cabinet meetings to discuss girls problems and needs and will take back to their constituents in the home or class room the consensus of opinion of the governing body.

Some schools do not attempt this kind of organization but handle League representation through grade presidents or through the selection of a certain number of delegates from each grade, usually allowing a larger number of upper classmen and fewer lower classmen. The assumption here is that senior class control gives a more active organization and permits the 10th grade pupils to become oriented with the school before they attempt to make constructive contributions.

Other schools have no representation at all, but control the League through a commissioner form of government in which appointed chairmen constitute a board of control. However, most schools recognize a need for a more direct contact of the governing body with the girls and maintain some semblance of representation on a democratic basis.

Sponsorship

The success of the activities of an organization depends largely upon the industry and tact of the sponsors. The usual situation is that the girls vice-principal over-

sees the League and to a large degree dictates its policies. Under her may work a teacher-sponsor who has been carefully selected for her desirable personal qualities and ability to handle girls.

In some schools this person may be delegated full responsibilities; and a period is often assigned her for carrying on the activity in lieu of a teaching class. In other cases the teacher-sponsor merely helps the administrator and is permitted no extra time for overseeing the group.

In still other schools duties and oversight of committee activities are delegated to a number of teachers, thereby relieving one person of what might be considered in some situations as a burden. In any instance, the administration of a league organization which may have a membership as high as several thousand girls requires central planning of a constructive program and careful supervision of its many activities.

GIRLS League undertakes a rather stupendous project in its philanthropic aim of service. In many of the schools the custom has been at special times of the year—usually at the Christmas season—to help the underprivileged by donations of various sorts. Some schools "adopt" an elementary school in the poorer areas of the city and try to bring to children there a Christmas program and a toy for each as well as baskets of food and new clothing for those in need.

In the matter of cultural opportunities the League tries to offer its girl student body worth while assembly programs on subjects about which girls want to know. These presentations are made possible by outside speakers and by the activities of the League committeemen under the direction of a faculty advisor.

Social activities receive attention, the organization often sponsoring get-acquainted parties and frequent "mixer" dances whenever the school facilities will permit them.

League Finances

Financing League activities does not appear to be a major problem and should not be one so long as the group does not undertake more than it can handle in the way of philanthropic activities. Money is raised in some schools for its most outstanding activity through assessment of dues, usually ten cents, the payment of which is not entirely compulsory.

Other schools have various schemes for raising money through tag days, candy and food sales, pay shows, bazaars, and socials. The major part of the contributions for the Christmas work is brought in by canned food drives. In financing social events the League committees in charge collect small admission fees to provide refreshments or music for dancing. More often the use

of the gymnasium entails no expense and no admission is charged for parties held there unless the League is trying to raise money.

Many of the commercial companies and department stores in a city are in the habit of sending out lecturers on request to put on demonstrations or moving-pictures which pupils will enjoy. Of course the matter of raising more money for a bigger program of activities is always a problem, but many schools are doing a notable piece of work on a very small outlay of actual cash.

Administrative Problems

The success of Girls League and the growth in the range of its activities since its inception in 1911 do not mean that problems of its administration are not at times almost unfathomable. No sponsor is completely satisfied with her results. All admit that it is a desirable aim to bring more girls into active participation and even to provide a more worth while type of audience participation.

There is always the problem of where to get programs and how to provide a balance between the serious and the comic kind of presentation. There is the matter of cost that enters into bringing to the school outside speakers, and the educative need for achieving quality in a talent show that may sometimes have to be presented on the stage within a few hours notice.

THE larger organizations of girls give sponsors more good material from which to draw talent and executive ability but complicate the question of gaining a maximum percentage of participation. In many instances the auditorium in the school plant will not accommodate the entire girls student body, and girls have to be admitted on the basis of grade placement.

Even in the matter of parties and dances participation would necessarily be limited in some schools since the gymnasiums where most of the social events take place are far too small to accommodate every girl in the league, should they all desire to attend the function.

Then there is always the problem of overlapping activities. Clubs or other organizations are trying to do perhaps the same sort of things that Girls Leagues are doing and involve contributions from the same active people who are always willing to serve, while others are in no way reached or encouraged to participate.

Sometimes it seems to teachers and administrators as if there were just too many activities going on—interruptions of class-work, continuous calls for pupils from their classes, demands on teachers time for this or that—and yet how many pupils there are who are never touched by the whirlpool of activity that goes on about them!

Government Costs

(Continued from Page 14)

enues are constantly falling below actual expenditures. Under such conditions, public functions become competitive in their demands upon public funds. Decisions in the face of such competitive demands mean that certain functions (needs) are given priority over others. In this competitive game more or less immediately consumptive functions are swaying decisions in their own favor to the disadvantage, and quite possibly to the serious neglect, of more developmental but less ably competitive functions.

In California the evidence of such socially-adverse competition is much clearer and more definite than in the nation at large. What ill effects, if any, have attended the trends indicated; and whether such effects have been greater here than elsewhere cannot be determined from figures here presented. However, certain facts concerning the implications of these trends will perhaps bear emphatic restatement in connection with the present situation in California.

PAYMENTS for relief and charities, however pressing the needs, are consumed in the present. They find us tomorrow where we are today. Education is an investment promising social dividends in a better tomorrow. It has never been the American way to sacrifice the future for the benefit of the present. Our present tendencies, as revealed by the above figures, are so far from our traditional lines of action as to seem incongruous.

* * *

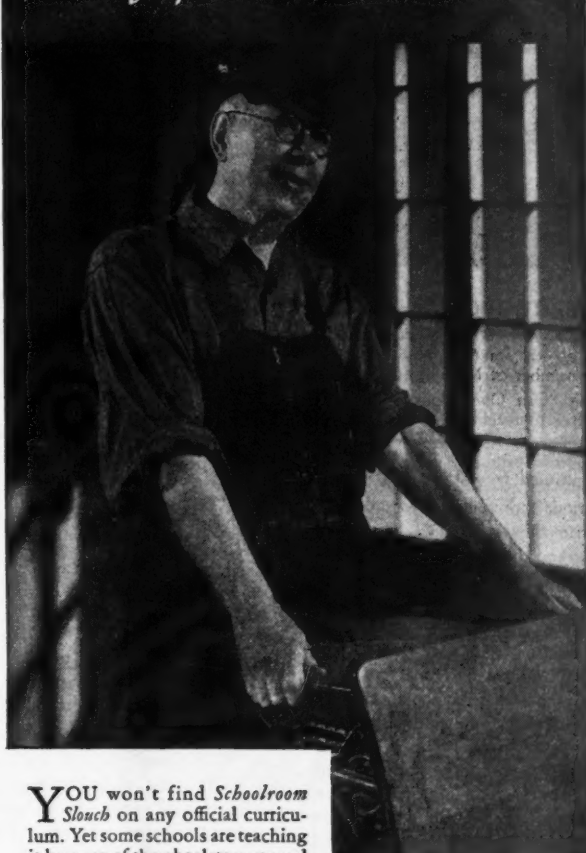
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* * *

Central Coast Counties Federation of Girls Leagues held its 15th annual conference, September 30, at Atascadero Union High School; conference theme was Girls and Their Environment. An excellently arranged and well-presented program filled the day.

Officers of the Federation for 1939 are, —president, Sylvia McGhee, Atascadero; vice-president, Jane Carminetti, Paso Robles; secretary, Marjorie Giles, Pacific Grove; custodian, Marjorie Force, Salinas; parliamentarian, Barbara Luther, Templeton.

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(Continued from Page 34)

different periods represented were all there. After this trip they reproduced the station on a frieze, and had all the trains from the Band O. 1835 down to the new streamliners modeled and on display before the station.

Of course an airport is very necessary in a modern city and we had one, too, with private planes and passenger planes of all kinds taking off and landing properly as we learned they should on our trip to the airport. For this trip the man at the airport suggested that each child ask him a question, so before the trip we planned together and the children knew what was expected of them. Then he took a plane up, showed how they circle the field to get their bearings, and came back in to a three-point landing for our special benefit.

All of these different units in Tiny Town were connected by a highway so the children could go from place to place in their tiny cars.

A word about the cars. Some of the children wanted to make their cars—so they did, but they were so ugly that it didn't take the council long to pass an ordinance forbidding them on the highway, and with great ceremony they were hauled to the Junk Yard.

Each child had his own little car—and never touched anyone's else.

By means of the cars I had an excellent opportunity for teaching safety. They learned to keep to the right on the highway, to make-boulevard stops, and to stop for pedestrians. They learned parking rules—and did much as you and I do—usually parking on the side of the street which had angle parking rather than use the parallel parking. A 6th grade girl

thought "No U Turn" meant—you cannot turn. A second grade boy got his car and demonstrated just what it does mean.

We held an election and elected a city council, a policeman, a fire chief, a librarian, a station master, and so on, so each child had a duty in the city—and as I said before, they lived it. To show you what I mean by living it, I'll tell you some things that happened.

One day we were at our reading, and a small boy looked at the clock, got up, went into Tiny Town, backed his car up and ran it into the next parking space. He came back and went right on with his work. I stepped over to ask him what was the matter, and he said, "I was in a 15-minute zone."

Several times before going home children came back into school to be sure that the zoo gates were closed so the animals wouldn't get away. When the fire truck left the station for an imaginary fire, it always made all the noise possible, but when it was on its way back it observed regular traffic rules, making boulevard stops, and, without the siren.

We Are the School

Some visitor asked a couple of girls where the school was in Tiny Town. They said, in great surprise, "Why, we are the school!"

One day they arranged for a band concert, and built bleachers before the orchestra in the park. Every tiny person from town was seated there for the concert, after which they were returned to the streets, and down town.

They played in it all year, almost every day and never once was anything broken or destroyed. I contribute this to the fact that it was so real to them and that cer-

tain things in town belonged to certain individuals. Take for example, the houses. They belong to two boys who brought them in and wanted them included. So we used them for our ranch houses—and I feel that they had a sense of ownership much as we have at owning our home in a town.

FOR the culmination of this unit, we invited the parents and others to a party. The children were guides and conducted tours through the town telling all about its growth and answering questions. Then they played their Community Band, head their poems they had written about Tiny Town, and sang two poems which had been set to music. After the party was over many parents went back to Tiny Town and spent as much as an hour examining things and marveling at the beauty and details which the children had put into every part.

The year was not long enough to do all we planned. There was to be a swimming-pool in the park, the ranch-houses were to be completely furnished, and our school-building was to be reproduced.

The children were very proud of Tiny Town. I think partly because they did every bit of it—and partly because they did it well and the finished town was beautiful.

* * *

100% Schools

ROBERT R. Hartzell, district superintendent, Red Bluff, informs us that Mrs. Mary H. Edgar, collector of memberships in the school, has reported that every member of the Red Bluff High School faculty has joined California Teachers Association for 1940.

* * *

The Secondary School, by Dr. Charles W. Odell, associate professor of education. University of Illinois, appears in its first edition, published by Garrard Press, Campaign, Illinois, a substantial text of over 600 pages. It comprises a selection from the already available facts, viewpoints, and other possible content especially helpful to those who are preparing to become teachers in secondary schools. The author is realistic and moderately critical.

* * *

McGraw-Hill Book Company have issued a fine 2nd edition of Workbooks 1, 2 and 3, *Study of the Child* in Preschool, Elementary and Secondary School, for use in connection with the text by Bailey, Laton and Bishop. They also issue Workbooks 1, 2 and 3, *Trails to Self-Direction*—School and Life, Designs for Personality, and Beyond High School, to accompany the admirable texts by Bennett and Hand.

Letter from Cadman

(Continued from Page 11)

tenure law. The entire educational system can speedily degenerate into a political football.

Fantastic as it may seem, let us assume for a moment that the plan could work. Teachers cannot ignore what the cost of this operation would mean to them personally. On the most conservative basis, there are 800,000 eligible pensioners, and \$1,297,920,000 surely would be required in cash every year in order to support the pension group in comparative luxury and idleness. The teachers would have to bear their share of this expense.

According to the Chairman of the Social Security Board, the share of every employed person would be approximately \$625 a year, payable in cash. In other words, all of us who work and save must pay out in real money, \$625 a year in order to give \$30 a week to a lot of people whose only eligibility is that they have reached the age of fifty.

Finally, there is one other item in the act which bears directly upon education. The proposed 3% gross income tax which the amendment adds to our already heavy tax burden will be a severe drain on the average teacher's modest resources.

Were it not for the abiding common

sense of the American people, I should be deeply alarmed over this measure, for I could see: schools closed, no cash for salaries, sound pension systems jeopardized, youth turned into the streets, a dictator's curb on freedom, and California's educational system set back twenty years. All this and more could follow the passage of the Retirement Life Pension Act.

But I confidently believe that our people will not degrade their right of franchise by any such foolish attempt to vote themselves rich. In their hearts, they know that it cannot be done. On the morning of Election Day, many who have listened to the siren call of "something for nothing" will respond to the deeper demands of their own conscience which is now telling them that there is only one source of wealth—namely, work and saving.

A Fantastic Scheme

When all who work and save realize that this fantastic scheme is a direct levy on their effort and sacrifice, they will not only reject it, but they will persuade many who are now supporting the measure, to see the light.

I cannot believe that the citizens of California will deliberately vote to bankrupt this State nor do I believe that they will willingly impose a dictatorship upon a free commonwealth.

I am sorry to have been so long in speak-

ing my thoughts but I assure you that they come without bitterness or rancor and with the sole desire to preserve the social values which we, in this State, have fought so hard to win.

Faithfully yours,

PAUL F. CADMAN

* * *

Milton Bradley Company announce the appointment of Schwabacher-Frey Company as exclusive distributors of their school supplies and art materials in the States of California, Utah, Nevada, Arizona, Territories of Hawaii and Alaska.

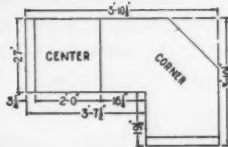
Milton Bradley salesmen will continue to call in the interest of the Bradley materials as in the past, and Schwabacher-Frey will carry complete stocks in both their San Francisco and Los Angeles divisions.

* * *

Building Correct English, a noteworthy new series of practical exercises covering the entire field of elementary English, grades 1 to 6 inclusive, a set of workbooks by Patton, Courtier, McCann, is published by Harrison and Company, 50 West Broad Street, Columbus, Ohio. The centers of interest are based on the child himself. Experience activities are developed around the child as he actually performs in life.

It's Love at First Sight!

Gaylords' L-design Sectional Charging Desk — a very popular model.



A variety of floor plans can be worked out to suit your individual needs.

LIBRARIANS all over the country become enthusiastic about the Gaylord Sectional Charging Desk the moment they start to work behind it, because they realize *right away* that it's more than just a piece of furniture — that it has been designed *especially to fit their needs!* And here's the reason why: For **TEN YEARS** Gaylords' have pioneered these desks! They have studied library conditions — they know by experience the needs of librarians.

These desks are made of quarter-sawn white oak, and in maple with light or dark finish. Special finishes can be obtained on order. Linoleum tops are standard equipment — wood tops are optional. Either tile or rubber bases may be added as a special feature.

Write to us **TODAY**, and we will be glad to submit a desk plan and price which will fulfill your requirements — without obligation.

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PURPOSEFUL PENMANSHIP

Nona Keen Duffy, Supervisor of Penmanship, San Diego County

AT the present time there are two opposing views held in regard to the teaching of penmanship to children.

Some hold that handwriting is simply a skill subject; a tool to be sharpened and got ready for possible future use.

The other view among classroom teachers of today is that handwriting should be introduced only after the child himself has felt a need for writing and has a purpose for learning it.

It is of this second view of handwriting, about which I wish to speak. The six-year old, on entering school is not interested in either view. Vaguely he may have an idea of learning to read and write, but penmanship is an acquired interest and not a natural one.

In recent years we have heard a great deal about "reading readiness" and know that the teaching of reading should not be thrust upon a child till he himself shows some readiness to learn.

One hears very little about "writing readiness," but to some who have thought it through, it is very obvious that it is well to have a period of preparation before learning to write, similar to that commonly practiced in the teaching of reading.

Create the Desire

Instead of aiming to develop handwriting as a skill during the early period of preparation, the teacher makes a meaningful approach by providing a stimulating background designed to arouse in the child a wish to record his ideas. Many experiences calling for writing situations should be provided. The child must be led to see what a great advantage it will be to him to learn to write. The writing lessons, like the reading and English lessons should grow naturally out of life situations, such as:

1. Printing names to identify personal property.
2. Recording experiences while on excursions.
3. Recording vacation experiences.

4. Recording school experiences.
5. Labeling pictures in a scrapbook:
 - a. A Book of Pets
 - b. Games We Play
 - c. Farm Animals
 - d. Zoo Animals
 - e. Members of the Family
6. Printing holiday greetings to send to parents and friends.
7. Printing invitations for school programs and parties.
8. Printing "Thank you" notes.
9. Printing original stories and poems.
10. Printing letters to mail.
11. Printing stories and poems to mail to
 - a. The "School Page" of a local paper.
 - b. The juvenile page of a reputable child's magazine.
 - c. A juvenile radio program where he may read or hear his original creations read over the air.

Subordinate Mechanics

Until ease of expression has been attained, the mechanics of handwriting should be subordinated. Of course only perfect models should appear before the child. His attention may even be directed to *configuration*, but *drill* for the sake of improvement can be postponed until the teacher feels that the habit of spontaneous, natural self-expression is well established.

Recent experimentation has shown that with young children very little gain is made through drill before the age of ten years. Interest in meaningful repetition and frequent opportunities for self-expression will yield more satisfactory results than formal drill.

In spite of this, the teacher frequently finds that the children themselves become discriminating and set goals for themselves that require what might appear to the adult as *drill*. The teacher's task is simply to see that this self-imposed task doesn't become a strain on the child. This, of course, will vary with the individual. Most children, when not over-stimulated, stop of their own accord, when they feel fatigue.

Group instruction should be preceded by individual instruction to the extent that this is possible. At first

few rules should be mentioned. The teacher should be most concerned with giving the child satisfying experiences in penmanship, and a feeling of *easy mastery*.

From the first, writing should be related to individual requirements and interests. Exercises to be copied out of a book should be *sparingly used*.

Because of the big, easy arm strokes, blackboard writing between four-inch lines is much preferred for beginners. It also enables the teacher to observe every stroke made. In case of large classes it is best to divide the children into small groups of 6 or 8 and give the remaining groups something else to work on while the teacher works intensely on a few at a time. Sometimes the other groups will want to look on, and it is just as well.

These supervised periods of small groups are most important, as it gives the teacher a chance to get acquainted with the individual child and enable him to express himself very early. All writing should be preceded by conversation and questioning. As the child talks, the teacher prints what he says on the board or on large paper for him to first trace over with his finger, and then copy. The child observes the direction of the chalk as the straight lines and curves are made. He reads through it when she has finished writing. He then traces with his finger or chalk, and then reproduces as much as he is able.

To avoid strain, and to develop the child's confidence, the writing exercises should at first be short like:

I like red
I have a dog
I see a doll

These should be increased in length as the child develops. If in dictating his story, the child "says" more than he can write, it can be used as a reading and English lesson, and only part of it reproduced by himself.

WHEN the children have made a little progress in writing their ideas, the teacher may bring a few juvenile magazines into the class and read some stories, letters and poems that other

(Please turn to Page 42)

MESSAGE TO TEACHERS

Amy H. Hinrichs, President, National Education Association

IT is a pleasure to greet, through your official publication, the members of California Teachers Association. May we have, in this crucial year, greater strength and renewed inspiration to do our part in influencing toward the more abundant life and the offices of good citizenship the children and young people of America.

These are serious times. Adequate support of the schools is threatened. . . . Those who seek lower taxes or diversion of school monies at the expense of public education must be shown that free education is the foundation on which our American form of government rests.

It is our duty as educators to stress and stress again that adequate provision for education is not at all an extravagant gift, but the wisest kind of investment in good citizenship.

Teachers would be among the first

to recognize the validity of many of the social services for which provision has come to be made in the past two decades. But teachers are in a strategic position to realize the shortsightedness and folly of any attempts to cut school budgets to provide the wherewithal for other needs.

The American way of life has always included the assurance of opportunity for the young.

Only a united profession can bring home to the American public these facts and their implications. Each of our State Associations has done and is doing valiant work in its own area, but nationwide problems need nationwide organization. The N.E.A. supplies that need.

Your first duty, it is true, is to your local and state organizations. You cannot discharge that duty fully unless you are also a member of the N.E.A.

The greater your breadth of view because of national contacts, the more adequately can you deal with local situations.

It is imperative that you give your active support and cooperation to the other educators of the country.

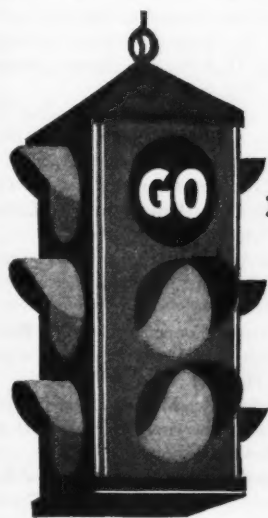
* * *

Alice Cecilia Cooper, instructor in English, San Francisco Junior College, and formerly, supervisor of Senior English, University High School, Oakland, edited *Poems of Today*, a collection of the contemporary verse of America and Great Britain, published by Ginn and Company.

A splendid, illustrated, enlarged edition now appears bringing Miss Cooper's notable anthology up to date.

* * *

Harry Eldridge of Eldridge Entertainment House, Franklin, Ohio, has written an interesting book, *Safety Songs for Children*, with clever words and lilting tunes. These songs are well-adapted for use in the safety education programs of modern school. Price of the book is 40 cents; Eldridge Entertainment House also issues a large free catalog of plays, operettas, and special day material.



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time and place
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THE NATIONAL ASSOCIATION OF CHEWING GUM MANUFACTURERS, ROSEBANK, STATEN ISLAND, NEW YORK

(Continued from Page 40)

5- and 6-year old children have submitted.

Explain that if "John's story" were copied very carefully, put into an envelope "like this," and an address written on the envelope "like this" and a stamp was placed on the envelope "like this," that the story could be sent to the editor of the paper and that perhaps he would print it to be shared by hundreds of other children.

"Would he like that?" He *would*!

Stress Beauty

Thus the seed has been sown and germinated. At this point, begin to stress beautiful printing, displaying the nicest papers and calling attention to any marked improvement. If the children are led to be self-critical both in the *ideas* they record, and in the mechanics of writing, the results will be gratifying. This sort of an approach will insure not only good penmanship, but writers with ideas to express.

Models other than what the children themselves dictate should be used sparingly. Perhaps some poem they like may be reproduced. Invitations to parents, Christmas stories, letters, thank you notes and holiday greetings are strictly worked out *with* the children.

No copying from copy books. No set models. All material used to copy should come as a result of conversation with the pupils, individually, or as a class. While the teacher prints the dictated words of some child, all of the class may look on, and offer suggestions as to improving the story. Refer to even a single idea as a "story" or "poem."

For instance, if there is a clock in the classroom that has a pendulum, the teacher might let the children stand, join their hands, and swing back and forth to acquire a feeling for rhythm.

Teacher: "What does the clock say?"

Pupils: "Tick-tock!"

Teacher: "Tick-tock! Tick tock?
Da-da-da-da-da-da!
What sounds like 'tock'?"

Pupils: "Clock!"

Teacher: "Tick tock! Tick tock!
La-la-la-la-la-clock!
What kind of a clock is it? It works
all the time, doesn't it?"

Pupils: "Busy clock!"

Teacher: "Tick tock! Tick tock!
Da-da-da-da-busy clock!
What could we say about a busy
clock?"

Pupils: "Listen to the busy clock!"

Teacher: "Tick tock! Tick tock!
Listen to the busy clock!
Listen to him tick away,
What sounds like away?"

Pupils: "Day, play, say."

Teacher: "Listen to him tick away,
Da-da-da-da-da-day!
What could we say?"

Pupils: "He is ticking night and day!"

Let several children come to the front of the room and bounce rubber balls in unison. As they bounce, encourage all of them to start talking.

The results will be something like this:

"Bounce, bounce, bounce the ball!
Bounce the ball, bounce up high!
Bounce, bounce, I shall not miss!"

By and by somebody will discover a rhyme. Do the same with jumping ropes. As two pupils jump in unison, have them say whatever comes into their heads:

"Through my rope, around and around,
Over my head and under my toes,
Around and around my jump rope goes!"

When all who wish have taken a turn, you will very likely have discovered some good rhymes, and possibly a rhythmical song in the bargain.

Pets are stimulating subjects for both stories and poems. Suppose you decided to write about a rabbit. Describe the bunny by writing on the board *what* the children say. If necessary ask a few questions. This provides for valuable vocabulary training, and will insure a meaningful poem instead of a trivial jingle.

Long, pink ears that flop;
Short, fluffy tail;
Round, pink, pop-eyes.
Padded feet,
Twitches his whiskers,
Wiggles his nose,
Lives in a hutch or pen.
Eats carrots, lettuce, beans, alfalfa;
Sleeps in the daytime,
Plays at night.

ONLY after the story has been written should the poem be attempted. Bring out frequent evaluation of suggested lines. Develop the idea that "sense," "sincerity," and "cleverness" are the most important things. It is not hard to develop a feeling for rhythm, and rhyme, but a little more difficult to get the feeling for the beautiful.

Calling attention to beautiful things the children themselves say, and quoting beautiful lines from the best juvenile poets will tend to build up an appreciation for the poetic and lovely things. The teacher who does not possess the appreciation herself can hardly expect to impart it to others. All creative efforts should be copied by the children to put in individual books, to send to the school page of a local paper, to send to a juvenile magazine, or to send home or keep for an exhibit.

Now is the time to get fine illustrations

with crayolas, finger-painting, or any medium at hand. By all means at the "star-eyed" stage when children are so confident, encourage them to burst into song on all occasions when a tune is in their heads. Many of their poems should be set to music and sung by the class.

If the teacher does not know how to set the tunes down, she should learn, if possible, or call in some one to help her out. Many parents may be led to record things their children think of, and this should certainly be encouraged and utilized by the teacher.

The earlier children wish to express themselves, the better. If the child is too immature to write himself, the parent or teacher should do it for him. Many times the wish is there, when a child enters school, but if creative writing is postponed for two or more years, while a difficult alphabet is drilled into him, he will very likely lose much of the urge if not all of it, and with the urge, his courage, also.

* * *

Recent Changes

Earl C. Gridley, Berkeley

Arthur C. Hearn, former teacher Red Bluff Union High School, elected principalship Mt. Shasta High School.

Michael Nugent, former principal Greenville High School, elected dean, Auburn Junior College.

Ralph Harmer, former member of faculty, elected principal Greenville High School.

Marcus M. Swinney, former principal Downieville High School, elected principal Alleghany High School.

Wallace F. McPhee, former teacher To-males High School, elected principal Downieville High School.

Orin Nay, former principal Live Oak Grammar School, elected principal Laguna Grammar School, Fresno County.

Clarence A. Brittell, former district superintendent Hollister, elected district superintendent, Oxnard.

C. C. Trimble, former teacher San Benito County High School, elected district superintendent, Hollister.

Mrs. Sylva R. Mosher, former Lake County rural supervisor, elected rural supervisor, Nevada County.

W. Roland Hanson, former principal East Lake Grammar School, elected Lake County rural supervisor.

Virgil G. Howard, former principal Antelope Union School, Coleville, elected principal Mattole Union School, Petrolia.

* * *

Science Service, the institution for the popularization of science, has headquarters at 2101 Constitution Avenue, Washington, D. C.; Watson Davis, Director; its magazine, Science News Letter, is widely used in upper elementary grades, secondary schools and colleges.

THANKSGIVING FOR AMERICA

IN recognition of the grave conditions which prevail elsewhere in the world today, in dark contrast to the peace and progress which our country enjoys, the Mayor's Citizens Committee for Thanksgiving is calling upon every organization in San Francisco to join in a city-wide celebration on the theme Thanksgiving for America.

The Committee for Thanksgiving expresses the hope that other communities throughout California will join in having the public schools and leading civic groups devote the Thanksgiving season to activities centered around the theme of Thanksgiving for America.

The Committee for Thanksgiving expresses the hope that other communities throughout California will join in having the public schools and leading civic groups devote the Thanksgiving season to activities centered around the theme Thanksgiving for America.

The Thanksgiving festival will emphasize to every citizen the realization that Americans of every race, nationality, class and creed are blessed with a degree of political, economic and social good fortune which is unequalled elsewhere in the world.

San Francisco's churches, Junior Chamber of Commerce, American Legion and civic, fraternal and religious organizations have been invited by the committee to participate in the celebration, which will reach its climax on Thanksgiving morning in an interfaith religious ceremony at the Civic Auditorium.

Essays and Posters

The education committee of the Junior Chamber of Commerce has invited elementary, junior high and high school students to submit essays and posters depicting the theme of the Thanksgiving for America celebration.

Essays are invited on the subject, Why I am Thankful to be an American. Posters are to portray the contribution of various nationalities and creeds to modern America as the background of the Thanksgiving for America celebration.

From among the posters submitted to the education committee, a committee of prominent artists will select one or two which will be used throughout the city in advertising the celebration. From among the essays submitted, several will be chosen by

an appropriate committee of judges for publication and for presentation on a special radio broadcast. Appropriate honors will be accorded the authors of the selected essays and the designers of the posters.

In announcing the invitation to school children to participate in the Thanksgiving for America celebration, the committee declared, "The invitation offers school children and teachers an effective means of demonstrating their understanding of the priceless heritage of human rights which comes to them as Americans."

The whole celebration will dramatize the value of the American form of government at a time when democracy has its back to the wall throughout the world and when whole sections of our population are being bombarded with foreign anti-American propaganda. It will demonstrate anew how much better off are all races, classes and religions under the American way of living and how necessary is the defense of our form of government in the United States.

* * *

Pacific Geographic Society, 1151 South Broadway, Los Angeles, publishes World Flight Map (\$1) in colors showing routes and itineraries of five great around-the-world flights. Accompanying the map is a 54-page booklet, Wings Around the World (75 cents). These materials are of interest to teachers and students of aviation and of the social sciences.

* * *

Florence Wheeler McGehee, director of child welfare and attendance, Yolo County Schools, is author of Good Boy, a very fine story of Mexican school children in that region, and published in Atlantic Monthly for October. Mrs. McGehee has been for years a contributor to the Woodland Democrat. Good Boy is her debut in a national magazine.

* * *

C. A. Patenaude, principal, Korbel School, Humboldt County; president, C.T.A. North Coast Section, is secretary of California Elementary School Principals Association, North Coast Section.

President of the North Coast Section group is E. J. Spiering of Ferndale. The section issues an interesting mimeographed news bulletin, now in its second volume.

Mr. Patenaude reports an excellent and interesting dinner and business meeting of that group at the Vance Hotel, Eureka, October 16. Fred Zimmerman, president of the State Association, and Alton A. Scott, vice-president, attended and presented the statewide program of the elementary principals.

SPECIAL NOTICE!

SCHWABACHER FREY

announces its appointment as exclusive distributors of Milton Bradley Company school and kindergarten supplies and art materials in California, Utah, Nevada, Arizona, Hawaii and Alaska, effective

October 15, 1939

•

Schwabacher Frey now carries complete stocks of Milton Bradley SCHOOL SUPPLIES

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Clever Words and Lifting Tunes by Harry Eldridge

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Get Big Free Catalog of Plays, Operettas, Special Day Material.

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ELDRIDGE ENTERTAINMENT HOUSE,

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THE TASK OF THE SCHOOLS

CAN MODERN EDUCATION DO THE JOB?

Melvin E. Bowman, Principal, Franklin School, Santa Barbara

WHAT is the main purpose or major function of public education in the United States today?

The main purpose of any educational system at the present time, is to train the youth to live in the world under a certain type of government now in force in that country. Italy trains her youth for a Fascist government; Germany for a Nazi government; Russia for a Soviet government.

The educational system of the United States has never put forth concerted effort to train its youth for democracy. We have just taken it for granted that our youth would know how to live and take part in a democracy.

Our educators of the past have been content to proceed along traditional lines and have made no particular effort to acquaint themselves with the conditions and processes actually at work in American political life, especially with the sources and causes of its weaknesses. Educators have dwelt upon past chronological history in preference to present day problems.

Our rapidly-changing conditions have caused a social situation that is unmistakably confusing to most people. Even the most optimistic must admit that social conditions are not what they ought to be, because we have not learned to live together, in our present environment, to the best advantage to all concerned.

Therefore many people who were trained in our traditional schools, now find themselves unable to cope successfully with many practical problems of life. Thousands of people are unemployed in our country today. The schools have failed to prepare these people for emergencies and as a result people are starving in a land not only of plenty, but of surplus.

Because of this lack of proper training among the masses, less than

7% of the people control more than 93% of the wealth.

Although the United States has the most elaborate educational system in the world, our conventional education has not freed us from the worst crimes and social disorders in the history of our country. The racketeering business, class exploitation, racial hate, and political corruption are thriving. Crime has caused two-fifths of our national debt.

We are spending ten times as much today on crime as we are for education.

The American home is the cornerstone of our democracy. Yet our schools based on past patterns have failed to prepare our young people for happy, successful married life, as one marriage in five ends in divorce. We must also acknowledge that education of the traditional school of the 19th and 20th centuries has been ineffective in securing peace and cooperation between economic classes, nations, and races; that it has not been well-adapted to the complexities and interdependence of our modern world.

Since a democracy depends upon the participation of its people for its success, there is no form of government which needs able leadership as much as a democracy. In a monarchy nobody needs intelligence except the king and the ruling class. In autocracy nobody needs intelligence except the sheriff or the executioner. In an anarchy nobody needs intelligence. But a democracy demands the most able leadership and a high general intelligence of its people. "Democracy cannot succeed unless those who express their choice are prepared to choose wisely. The real safeguard of democracy, therefore, is education. It has been well said that no system of government gives so much as a democracy. Upon our educational system must largely depend the perpetuity of those institutions upon which our freedom and our security

rest. To prepare each citizen to choose wisely and to enable him to choose freely are paramount functions of the schools in a democracy."—Franklin D. Roosevelt.

Democracy as a form of government is still on trial. But education has long been recognized as one of the most important functions of democracy. Democracy and education are inevitably tied together, whatever the real outcome is to be. Public schools remain as much the bulwark of a real democracy today as they were considered to be by the founders of this Republic.

If democracy fails, free education will go down in chaos. Note the ruthless treatment of education by the totalitarian countries of Europe. They are all aiming to make their educational systems simply the servants of their national ambitions.

If democracy is to have a deep and inclusive human meaning, it must have also a distinctive educational system. Our traditional school, copied from foreign countries, has more or less trained for the aristocratic social order rather than for the democratic way of life. Democracy is a way of life. Historical aristocracy maintained a cleavage between the cultural and the vocational, and between the intellectual and the practical. Devotion to the intellectual and esthetic values was for the gentleman, a leisure-time affair, a badge of social distinction, while practical affairs, and particularly manual labor, were for the common man.

Not once since the signing of the American Constitution to the present time, has the school caught up with American life.

There has always been a gap between the school and adult society. The modern school is striving to bring the community life directly into the classroom. It is striving to teach the child to live now in actual life situations instead of preparing him to live in the future, as did the school.

Democracy must have a psychology based upon the conception of knowledge and truth as functions in the control of experience. It must have as

(Please turn to Page 47)

AMERICAN EDUCATION WEEK — NOVEMBER 5-11

SPANISH IS IMPORTANT

SPANISH TAKES ON NEW SIGNIFICANCE AS BUSINESS LOOKS SOUTHWARD

Mary Eleanor Peters, President, American Association of Teachers of Spanish;
Instructor, San Mateo Junior College

DURING the past two years of European unrest, the eyes of United States business have been increasingly turned toward Latin America. The good neighbor policy advocated by President Roosevelt has become a familiar and an approved expression. Definite changes in business policy are already noted.

Formerly it was the tendency of the United States to look rather condescendingly upon these southern countries, and to insist upon changing their customs and psychology to suit the ideas of North Americans.

The increased importance of the study of Spanish in our schools and universities since 1917 has greatly helped to modify this policy of ignorance and arrogance, by awakening our people to the realization of a superior Latin American culture and to an understanding of trade difficulties imposed by geography.

Nevertheless, while most of our business was transacted with Europe, business firms did not take into serious account the advisability, even the necessity, of fitting their representatives adequately through instruction in the background, the economic and geographic conditions, and the language of the customer.

Now, however, there is a very positive awareness of greater opportunity and business houses are considering a study of Spanish and Portuguese essential elements in the fitness of applicants for positions.

Some of the straws which show the shift of the wind are these:

1. Application-blanks for positions in insurance, exporting, newspaper and hotel

work now often include the question: "What foreign languages have you studied?" — and those applicants who have had even an elementary contact with a language are more apt to receive the position, granting their ability along other lines.

2. Certain firms dealing in coffee, sugar, and other products of Central and South America, require of their clerical staff the ability to take dictation as well as write letters in Spanish.

3. Large department stores advertise that there are assistants who speak foreign languages, to help foreign customers.

4. Adult center and night school curricula note a steadily-increasing registration in Spanish, largely explained by the fact that the students have been given to understand that better positions and promotions will be available if they can at least read the language and have some comprehension of it.

5. Universities are adding to their curricula courses in Latin-American studies, approved by business organizations, and designed to prepare practically for Latin-American relations. Spanish is one of the subjects included in such courses.

6. Librarians emphasize the need for better equipment in Spanish to handle the increasing influx of trade and cultural literature.

7. "Those who have chosen a career in the Foreign Service of our country are called upon to acquire a substantial knowledge of one or more foreign languages. A section of the comprehensive examination given to candidates for Foreign Service is devoted to testing such knowledge . . . Spanish is the language of 18 of the American Republics" — Hon. Sumner Welles.

The teachers of Spanish have recognized these new trends and have been adapting their methods and material to meet these more practical needs, for Spanish is no longer just a cultural subject required for

University matriculation, but a practical tool for business success.

While the teachers are awake to this challenge, there are other elements in the educational system which do not appear to be equally alert. It is hard to persuade administrators, guidance counselors, and departments of commerce that Spanish should be given more emphasis. They argue that at the present moment the student often cannot immediately convert units and credits into dollars and cents.

These critics, however, do not take into account that in four years from now, at the end of the college career of our present student generation the picture will be very different. If these young people are to be adequately prepared for adult life and responsibilities under conditions materially different from those of today, they should be given NOW the opportunity to fit themselves to meet the requirements of their day rather than those of present school curricula.

* * *

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DRUM MAJOR CORPS

*J. Chandler Henderson, Director, Sanger Elementary Schools Drum-Major
and Majorette Corps, Fresno County*

DURING the 1938-39 school year, the Sanger Elementary Schools developed something which is proving quite novel and worth while, namely, our Drum-Major Corps with an enrollment of 70 members.

Membership is open to any student interested in the work and possessing an average amount of talent.

Many different styles of twirling are taught. The more advanced students study the technique of high tosses and more difficult hand-to-hand twirls of all kinds. The students first learn to twirl while standing still, and gradually learn the art while marching.

Advantages to the student include:

1. A chance for the non-musical, but ambitious student to participate in some sort of group activity.
2. Development of strength and rhythm in the hands and fingers.
3. Acquiring much grace, poise and carriage.
4. Sub-ordination of the individual for the good of the whole, naturally leading to the development of a cooperative attitude.
5. Learning an art that in later life

would bring enjoyment, non-professionally, and profits to the individual, professionally.

Last year the group marched four times and won four first places. Many different drills were used at programs and games throughout the year. The leader of the group, a 7th grade girl, has shown outstanding ability in commanding drum-majoring.

The corps has four of the best students in front doing exhibition twirling. Formation marching is done with seven lines across and ten lines deep.

The cost of costume and baton together did not exceed \$2.50. The costume is pleated skirt for the girls, and white slacks and shirts for the boys. The school colors are carried out in the costumes with the skirts being royal blue and the blouses gold.

The batons were made at the school wood working shop and the costumes were made by the sewing department. The heads of each department gave suggestions, coached the students, and helped much to make the success of the group possible.

To our knowledge, there is no other group of this kind in existence in an elementary group. It is strictly a twirling group, with every member doing the same twirl at the same time. The twirls are numbered and signals are given and executed exactly as in a marching band.

In Memoriam

CHARLES A. NELSON, age 57, director Glendale Junior College, passed away during the summer vacation. He had been ill during the last part of the school year.

A graduate of University of Washington, he received a Master's Degree from Stanford University. He began his teaching career at Prosser, Washington, in 1906, and the following year accepted an appointment as superintendent at Marysville, Washington.

In 1913 he was elected superintendent of schools at Mt. Vernon, Washington, serving in this position until he was appointed director of Glendale Junior College in 1928. Under his supervision the Glendale Junior College has continuously grown in enrollment, and two years ago the college moved to a new site of 25 acres on Verdugo Road.

Dr. Elmer I. Miller, for many years professor of education at Chico State College, who retired two years ago, passed away recently at his home in Palo Alto.

Dr. Miller was one of the most active schoolmen of Northern California and in

1902 was president of the Northern Section of California Teachers Association. From that time until he retired he was almost continuously a member of the Northern Section.

Dr. Miller, a man of the highest ideals, endeavored to inculcate in his students a desire to follow the highest educational ideas and traditions.

Harry Hawkinson, teacher, Chaffey Union High School and Junior College for 25 years, passed away in June in Amesbury, England, at the beginning of an extended tour of the British Isles.

Born in Minnesota, he went to Upland at the age of 16, attended Chaffey and secured his B.A. degree, Pomona College, 1907. He next went to University of California, obtained his general secondary certification and became principal, Perris High School, Riverside County, where he remained for 6 years.

He then joined the Chaffey faculty where he was an outstanding teacher. He represented that college in C.T.A. Southern Section and was widely known in California.

(Continued from Page 44)

its center the continuous improvement of human living through voluntary reciprocity or the constant widening of common interests. Democracy is becoming more insistent in all of the relationships of life. It implies a social and an educational philosophy which needs not only to be formulated, but applied.

It is high time that our schools begin to train our youth for democracy. Therefore the major function or chief purpose of public education in the United States today is to properly prepare our citizenship to live today in our democracy. Our rapid social changes have had a tendency to promote the democratization of our people. Can modern education translate this spirit into terms of democratic procedure?

EARLY American life did not need the school except for the pulpit. The school did not come into being until the advance of civilization had introduced certain special requirements such as those represented by the three R's, which could not be conveniently met by the home. Therefore, the chief purpose and first duty of the school was to reinforce the way of life that was practiced by the community by supplying certain skills and information required by this way of life.

There was a great deal of education going on in the community at this time, but it had no relation to the school. Pupils were taught good manners, and customs, habits of industry, character and discipline, vocations and trades, politics, economics and government, by their parents in the home and in the field, and mostly by "DOING" on the part of the child, as he participated in most of these affairs.

Modern Substitutions

Boys and girls of today can not actually have all of these valuable learning experiences outside of school. They are deprived of constant and intimate association with adults in their common pursuit of everyday life problems. Therefore the modern school, which of necessity is more or less an artificial situation, attempts to provide in the school a substitute to supplement our real life outside of school. The experiences provided for the child through the various activities set up in the school room are the next best thing to the direct participation in the real adult activities of the community.

In academic language, the modern school is a place where children go, not only to learn, but to carry on a way of life. The old school imposed education from without while the new school draws it out from within and remakes child experience by the interplay between expression and the social heritage.

Modern schools must practice democracy

as well as preach it. Instead of autocratic dictators, teachers must be democratic guides for their children. The teacher should not have to be the constituted authority in the classroom, as she was in the conventional school. The real authority should be the social desire of the group handled in a democratic way or the rule of the majority with due consideration for the minority. The teacher becomes a part of the social group and serves in a guidance capacity. Everyone who believes in a democracy as a way of life, will see in this suggested classroom procedure an instrument for the realization of American ideals.

Mutual Cooperation

We are living in a totally new civilization today as compared with that before the 19th century. Industrialism has transformed an individualistic order into a mutually interactive group life. Our civilization demands increasingly the ability to cooperate with others and the ability to imagine the needs and desires of those outside of one's immediate environment.

The modern school is concerned not only in the academic child, but with the whole child, which will include his attitudes and ideals, his likes and dislikes, his fears and worries, his conflicts and inhibitions, and his unified and integrated outlook on life. The kind of wholeness which will enable him to

live intelligently and effectively in our present complex social order. We should develop the individual child, not so much for the child's personal gain as the traditional school did, but because it will better fit him for his place in our democracy.

Our government can not hold to rugged individualism, but must have the ideal of social security. The school must not turn too much of its attention to the interests, needs, growth and freedom of the individual, without due consideration of the group. The school must look to the ideal of democracy for guidance. Our schools must give more attention to social ideals and goals in the future than the conventional school has in the past. Education must be based on a social philosophy. Our schools must produce "believers" in democracy.

(Part II will appear in the December issue)

* * *

The Newspaper in the Classroom, by two Milwaukee teachers, Luvela and Alfred Reschke, is for the teacher's use and is said to be the first American book to explore fully the possibilities of using newspapers in the school so that more current information will be available on all subjects taught. It is an attractive volume of 384 pages with 150 illustrations, published by E. M. Hale and Company.



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American Association of Teachers of Spanish holds its annual meeting December 27-28, Palace Hotel, San Francisco. Mary Eleanor Peters of San Mateo Junior College is president; chairman of arrangements is Miss Halcyon Spencer, 600 41st Avenue, Oakland. There will be morning, afternoon and evening sessions, luncheon and banquet.

* * *

Who's Who in American Education now appears in its ninth edition, 1939-40, containing about 6,000 sketches, 3,000 of which have not appeared in previous volumes. Published first in 1928, this valuable reference book is now internationally known. The address is 110 Seventh Avenue, North, Nashville, Tennessee.

* * *

Syllabus on the School in American Democracy, a 48-page bulletin of N.E.A. Educational Policies Commission, is constructed on a two-semester hour basis and utilizes the four basic publications of that commission. Many schools of education and state teachers colleges are using the textbooks and syllabus.

* * *

COMING

October 28, 29 — School Library Association of California; annual convention, Paso Robles Hotel.

November 4 — Elementary School Principals Conference; Central Coast Section; auspices State Department of Education.

November 7 — State Election Day.

VOTE NO ON NO. 1

November 5-11 — American Education Week. Theme: Education for the American Way of Life.

November 11 — Armistice Day.

November 11-30 — American Red Cross Annual Roll Call.

November 12-18 — National Book Week.

November 18 — Elementary School Principals Conference; Bay Section; auspices State Department of Education.

November 20-22 — C.T.A. Central Coast Section; annual convention. Watsonville.

November 20-22 — C.T.A. Northern Section; biennial convention. Sacramento.

November 21, 22 — C.T.A. Bay Section convention and joint institute. Fox Theatre and Civic Auditorium, San Francisco.

November 23 — Thanksgiving Day.

November 23-25 — National Council of Teachers of English; 29th annual meeting. Hotels Pennsylvania and New Yorker, New York City.

November 24-25 — California Association for Childhood Education; annual convention. Laguna Beach, Orange County.

December 2 — National Association of Journalism Directors (secondary schools); joint conference with National Council of Teachers of English. New York City.

December 8 — C.T.A. Board of Directors; regular meeting. Hotel Biltmore, Los Angeles.

December 9 — C.T.A. State Council of Education; semi-annual meeting. Hotel Biltmore, Los Angeles.

December 9 — Northern California Guidance Association; fall conference. Berkeley.

December 27, 28 — American Association of Teachers of Spanish; annual convention. San Francisco.

December 27-30 — National Commercial Teachers Federation; annual convention. Pittsburgh, Penna.

December 27-January 2 — American Association for the Advancement of Science; winter meeting. Columbus, Ohio.

December 27-29 — National Council of English Teachers; regional conference for the Western States. Roosevelt Hotel, Hollywood.

December 28-30 — Phi Delta Kappa Council; annual meeting. La Salle Hotel, Chicago.

January 11-26, 1940 — Fifth Pan-Pacific Women's Conference; auspices Pan-Pacific Women's Association. Wellington, New Zealand.

February 12 — Lincoln's Birthday.

February 22 — Washington's Birthday.

February 24-29 — American Association of School Administrators; annual convention. St. Louis.

March 13-15 — Daughters of the American Revolution; state conference. Mission Inn, Riverside.

April 13 — C.T.A. State Council of Education; annual meeting. Palace Hotel, San Francisco.

April 22-26 — California Public Schools Week; annual observation.

April 24-27 — American Association for Health, Physical Education and Recreation; annual convention. Hotel Stevens, Chicago.

April 29-May 3 — Association for Childhood Education; 47th annual convention. Milwaukee.

May 17-20 — Elementary School Principals State Conference; Southern California; auspices State Department of Education.

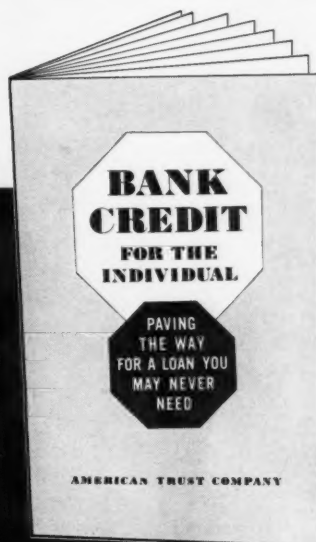
Summer of 1940 — American Association for the Advancement of Science; summer meeting. Seattle.

June 23-29 — National Education Association; annual convention. Milwaukee.

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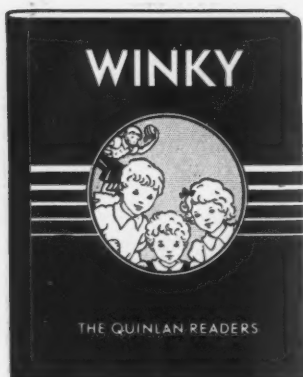
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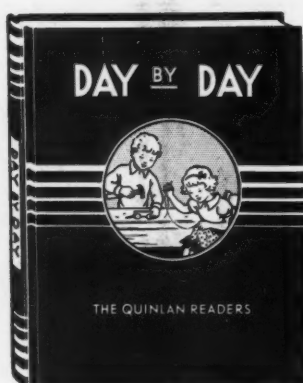


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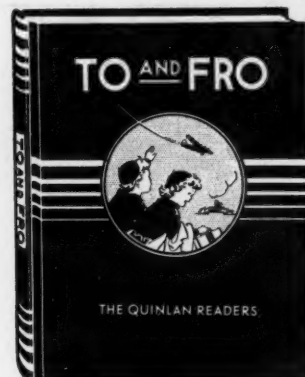
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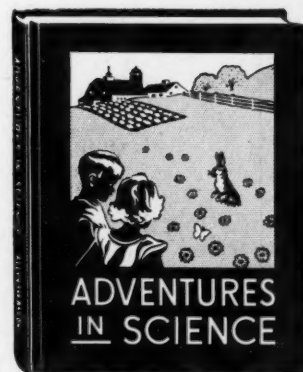
Outstanding features which distinguish WINKY from all other pre-primers are: highly legible streamlined print, new words listed in the color band at the foot of each page, test pages at the conclusion of the stories, two songs whose appealing melody and familiar vocabulary make them an integral part of the reader.

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ADVENTURES IN SCIENCE, by Carpenter, Bailey and Baker, the first book of the Rainbow Series of science readers, is the simplest, most attractive, and most scientific of science readers for first grade. Primarily a science text, it meets every essential standard of a basal reader. The text is in verse and rhyme. The pictures are reproduced in four colors from actual photographs. Animated drawings at the foot of the page present important science concepts. Both the text and subject matter are within easy reach of the intelligence of the first grade pupils.



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